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ABSTRACT

The second volume in this series on Serbo-Croatian-English contrastive analysis contains seven articles. They are: "The Use of Contrastive and Error Analysis to Practicing Teachers," by Rudolf Filipovic; "Some Problems in Teaching English Noun Phrases as Subject to Serbo-Croatian Speakers," "Problems in Teaching the Structure of Some English Noun Phrases as Subject to Serbo-Croatian Speakers, and "Some Problems in Teaching English Pronominalization to Serbo-Croatian Speakers," all by Radmila Djordjevic; "Teaching Modal Verbs to SC Learners of English," "Teaching the Present Perfect Tense in the SC Speaking Area," and "Teaching the Imperative in SC Speaking Areas," all by Mirjana Vilke. (CLK)

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THE YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT
Director: Professor Rudolf Filipović, Ph. D.

PEDAGOGICAL MATERIALS
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THE YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT
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C. PEDAGOGICAL MATERIALS

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Zagreb, 1974.

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THE USE OF CONTRASTIVE AND ERROR ANALYSIS TO PRACTICING TEACHERS*

1. Introduction

There have been few conferences or symposia on applied linguistics or foreign language teaching where there was no paper or even a section on CL or CA. Quite a number of papers have been read at such meetings and most of them dealt with interesting topics of CL (and CA, if the two can be distinguished at all). These papers and the topics they discussed definitely made an important contribution to the field of CL and helped add to the importance and value of this new or old (as you like) discipline or branch of linguistics. There is, however, an interesting feature that one notices immediately if one looks at the papers read within the last few years. Very few papers offered direct help to practicing teachers although some of them meant to discuss the application of CA.

One might get a similar impression, although not the same, of contrastive projects, their interest and their work. A majority of their products are far from being practical material intended to help practicing teachers in their classroom work. When I looked back at my own contrastive project, the YSCECP[1], I decided to write a paper about what we have done for practicing teachers of English in Yugoslavia and whether our products[2] can be used by them. I am grateful to Mrs Szentivanyi and Dr. W.R. Lee for giving me an opportunity to have my paper discussed at a conference of practicing teachers of English.

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*A paper read at the Joint T.I.T. - I.A.T.E.F.L. conference in Budapest, 9-11 April 1974.

It would be unjust, however, if I did not mention some attempts in the past to describe how languages and cultures could be compared, and whether such a comparison could be applied in foreign language teaching: Lado's book Linguistics Across Cultures[3] seems to be the first attempt to use CA in teaching.

There have been other linguists who have applied modern linguistic approaches to develop a theoretical basis for CA of various languages[4]. Although this activity proves that CA was gaining ground in linguistics, it began to be widely appreciated only when it started to be used in the field of foreign language teaching.

Starting from the assumption that one of the major problems in the learning of a second language is the interference caused by the structurally different native language and that a cereful contrastive analysis of the two languages offers an excellent basis for the preparation of instructional materials and classroom techniques, the Center for Applied Linguistics undertook in 1959 a series of contrastive structure studies under the editorship of Prof. C. A. Ferguson. It was planned to cover five world languages (French, German, Italian, Russian, and Spanish), with two books each: one volume on sounds and another on grammar. Only three sets (six volumes) covering German[5], Italian[6] and Spanish[7] were published, while three more books (two on French[8] and one on Russian[9]) remained in manuscript form but are available in xerox and microfilm form.

The studies were primarily intended for language teachers and textbook writers in the U. S. They represented a pioneering venture in the field of applied linguistics. The authors and editor believed that in ten years the principles of CA would be more widely recognized and appreciated.[10] However, according to my information from the U. S., the six published volumes have not had any great impact either on FLT in general or on the teaching of the three languages in question. My informants claim that the studies did not help or promote the teaching of the three above mentioned languages directly, nor indirectly through their influence on the writing of textbooks.

The editor's forecast that the principles of CA will be more widely recognized and appreciated in about ten years came true and in 1968 two conferences advertised the value and

applicability of CA at both theoretical and applied levels. The first was the 19th Annual Round Table Conference at Georgetown University which dealt with Contrastive Linguistics and its pedagogical implications[11]. In fact, the topics discussed there ranged from general theoretical ones to CA applications in grammars, language textbooks, and practical teaching.

One group of leading American linguists showed, each in his specific way and within his field and interest, a link between general linguistics and CA. Another group consisting of applied linguists tried to fix the place of CA in the theory and practice of language teaching. This conference, whose papers were printed in the Georgetown University Monograph Series[12], made CA better known in the U. S. and helped it spread both in the U. S. and Europe.

Soon after, at another international meeting of teachers of FL., the FIPLV Congress[13] held in Zagreb in the same year (April 1968), CA was the subject of one section: Contrastive Linguistics and its Pedagogical Implications[14].

The subjects of group discussions ranged from highly technical phases of linguistic theory and contrastive procedures to basic problems of classroom teaching. There again it was agreed that contrastive linguistics could contribute a great deal to language instruction, but that the gap between theoretical study and classroom application was still large. [15]

The importance of this section can be seen in its dissemination of the main ideas and results of the Georgetown conference, as well as in the discussion of European approaches to CA, which were defined in three papers (two dealing with German projects[16] and one with a Polish one[17]). In that same year the Yugoslav S-C-E contrastive project began its organized work on both CA and EA: it paid special attention to the pedagogical value of Contrastive Analysis and to the practical application of the results of EA. [18] It did not, however, neglect theoretical questions, such as the method to be used, whether to use a corpus or not, etc.

2. YSCECP

I will try to show the use of both CA and EA for practicing teachers of English in Yugoslavia. I hope that the same

can be done in any other country where there is a contrastive project that pays enough attention to the pedagogical value of CA and whose results are checked and completed by the findings of EA.

At the very start of the project (in 1968) we formed two research groups: one worked on CA, and another worked on EA[19]. For some time they worked separately. As soon as I became aware of limitations on the findings of CA and of advantages of the results achievable by EA, I coordinated their work so that both teams used each other's results[20]. Very often we had the impression that one could not have worked successfully without the other.

The EA investigators when trying to explain the cause of deviation for some items used the basic findings of the CA analysts. And the analysts working on CA quite often consulted the corpus of errors compiled by the EA team workers.

Their cooperation became even more important when we started writing pedagogical materials[21], the practical goal of both teams' work. For each individual topic the results of analyses were combined and actually served as a basis for pedagogical materials, the teaching material used in classes.

This proved that full application of CA in foreign language teaching can be obtained only if it is combined with EA. The authors of the pedagogical materials themselves are practicing teachers of E and are well qualified to prepare the teaching material for classroom work. In this way, it seems to me, the YSCECP has bridged the gap between theoretical study and classroom application and offers practicing teachers of English the most immediate help in their work.

When in 1970 I wrote on CA and EA in Pedagogical Materials[22] to introduce long summaries of three MA theses on Syntactic and Morphological Errors in the Speech of Learners of English in the S-C-Speaking Area[23] and the first two articles of teaching materials[24], I pointed out that the work on pedagogical implications should be based:

a) on the findings of the contrastive research;
b) on the analysis of errors;
c) on the analyzers' personal experience with errors; and

d) on the knowledge of the specialists in English teaching methods, who know what should be done with learners' errors when teaching English in the S-C-Speaking area.

What I had in mind then was to show how CA and EA should be applied in order to be useful to practicing teachers, which means what a contrastive project that carries out CA and EA can offer to foreign language teachers in their practical work.

3. The Compromise System.

Psycho-linguists (particularly Prof. Slama-Cazacu[25]) tell us that contact analysis - the analysis of systems in contact in the learner, during the process of foreign-language acquisition - is an attempt to overcome certain fundamental shortcomings of CL and CA. These systems, called approximative systems by Dr. William Nemser[26], are still waiting to be investigated on both psycholinguistic and pedagogical levels, as we do not know yet (as Prof. Slama-Cazacu says[27]) exactly what approximative systems are and how they can be studied.

When I tried to draw a parallel between the process of linguistic borrowing and the process of foreign language acquisition, as both are based on interference of one system with another, causing deviations from the norms of either language, I proposed a new concept - a transitory system which I called a compromise system[28]. I based its name on a technical term in linguistic borrowing: phonetic compromise and compromise replica.[29]

What does a compromise system consist of, how do we define it and construct it, how is it linked with a contrastive project, and what is its use for practicing teachers? My compromise system consists of all the deviations from the norm of the target language which occur when a learner passes from the system of his mother tongue to the system of the target language. The best way of studying it is to analyse the errors occurring in the process of learning the target language. That is a thorough error analysis. So by studying and systematizing the errors at all levels (phonological, morphological, syntactic, etc.) we shall obtain a transitory system of errors typical of S-C learners of English. Such a system, as artificial as it may look, helps the

teachers of English in the S-C-speaking area in developing their teaching strategy in general and teaching tactics for any problem and even for every individual case.

The basic pattern of a compromise system built upon errors made by S-C-speaking learners of English consists of two main sections: a) deviations from the rules in the use of the English parts of speech following the traditional-grammar division, and b) errors in the use of main parts of the sentence (subject, predicate, object, adverbial modifier). In the former section the deviation from the rules in some parts of speech are of both morphological and lexical nature, in others lexical only, due to the limited number of forms in English morphology.

The latter section shows: 1) deviations from correct word-order; 2) omission of elements; 3) repetition of elements; 4) superfluous elements; 5) incorrect embedding of clauses; 6) errors in building constructions smaller than clauses.

This pattern is further worked out into a system as complete as possible. It can serve a practicing teacher as a handbook which he can consult whenever he tries to eradicate an error based on the interference of the mother tongue.

Consequently, in my compromise system there are two groups of mistakes: a) those originating in language transfer which must be given special attention because they are the most frequent and most difficult to eradicate; and b) those originating in other sources than language transfer. This is why I decided from the very start of our Project to carry out research at both levels - CA and EA. I was convinced that a teaching strategy based on the results of CA and EA (in spite of its possible limitations) is better (for a teacher to use) than a strategy based on intuition which sometimes works and very often does not.

In fact, we work for those teachers who need some help (and they are a great majority) and not for those who do not need it (they are in the minority).

This is not the only application of EA or its only use for practicing teachers. It seems to me that a foreign language teacher should like to know not only the systematized list of errors which can occur in the source-language speaking area but also a list of causes for deviations.

Investigations, made by the three MA theses (mentioned above), have specified the following causes: 1) Interference from the native language. This is one of the main causes as here we have a conflict between a highly inflected language like S-C and a less inflected one like English; it becomes particularly obvious in sentence structure. 2) Incorrect analogies which a learner tries to establish within the foreign language: he tries to apply a general rule to all cases. 3) Knowing or learning another foreign language can lead the learner to apply the rules of the other language to English. This is particularly common with the use of verbal tenses where for instance knowing or learning the rules for their use in French and German can cause serious deviations. 4) Incomplete mastery of the foreign language system due to the teaching methods used. This cause very often depends not only on the kind of method used but on the organisation of teaching. E. g.: new structures are introduced before the preceding ones have been properly learned, or not enough attention is devoted to mechanical drill which would help form proper habits. 5) A transitional phase when the learner is asked to give up his native language system as a model when speaking the target language, but has not yet mastered well enough the system of the target language. In this phase the stimulus "new" means to him "different from the native language". This may lead to structures characteristic of neither the mother tongue nor of the target language. This phenomenon must be explained in the compromise system.

To know deviations in the use of English in the S-C-speaking area with their possible causes can be an invaluable and very useful piece of information for every teacher of English in this area. A lot of errors, if we know their nature and origin, could be avoided or corrected with a suitable methodological approach to English teaching and with a proper grading of the teaching material. EA helps achieve the above mentioned goals and this is its main use (but not the only one) for practicing teachers.

4. Pedagogical Materials.

An equally important and valuable use of EA is to complement CA in compiling pedagogical materials. In order to illustrate the use of CA for practicing teachers I will explain here

how our pedagogical materials were conceived[30] (in 1968), how they were developed[31] (in 1970), and how they reached (in 1971) the form and pattern they are published in now and will be written in from now on[32].

Pedagogical materials, which represent the most obvious practical result of our project, are being written with maximum application of the results achieved by both CA and EA. We have even put in a third factor which can only add to their applicability: testing[33]. Two types of tests were carried out: the first consisted of demonstrating pedagogical materials under classroom conditions and thus evaluating them in the actual teaching process; the second type aimed at completing EA (carried out earlier, primarily on the spoken corpus) by additional information acquired by means of specially designed written tests. The second type of tests served also to check the basic points of interference discovered by CA analyzers[34] and in this way additional information about types and causes of errors was acquired.

A contrastive grammar of the target language based on the source language may be considered as the first result of CA and EA at a more analytical level; pedagogical materials are meant to supplement it as the result of CA and EA at an applied level. P. M. supply the teacher with teaching material useable in discussing any basic element of contrastive grammar or drilling it at the practicing stage of teaching. Here again we see a very valuable function of P. M. in the teaching process, as textbooks and grammars never supply enough material in discussing and drilling a difficult language structure. P. M. reduce to a minimum the danger of a teacher's following either the old routines or his own intuition.

In order to make P. M. most applicable in the teaching process we had to discuss which approach and method of teaching to choose for the selection and grading of material. Here again we experimented for some time and the first two articles in Pedagogical Materials[1] show which way we went. The first "Teaching Problems in Presenting Modal Verbs"[35], was written before my article "The Role of Linguistics in the Development of Modern Language Teaching"[36] and the second "Teaching Problems in Presenting Relative Pronouns"[37], after. The dif-

ference is abvious. While in the first we were still looking for the best solution, in the second my two-degree teaching scheme was applied and proved to be most suitable for further classification of the teaching material.

My scheme is based on two approaches: a) habit formation approach; b) cognitive approach, which represent two degrees in the teaching scheme. The first degree consists of three habit-formation stages, and the second degree, representing the creative use of the language, is made up of two more stages. This particular five-stage scheme covers the process of teaching through a period of ten or more years and can be well applied in Yugoslavia in the case of SC learners of E, who according to the Yugoslav educational system start learning E at the age of ten or slightly earlier.

How is this five-stage scheme applied in writing P. M. ? The P. M. writer collects: a) all the results of CA for a given item, i. e. all the points of interference [38], b) all other sources and causes of mistakes offered by EA[39], and c) all additional material collected in testing[40]. Then he consults frequency counts[41] for the item under investigation. The complete grammatical inventory representing different uses for the item is divided into five stages which cover the teaching process from the beginner's up to a very advanced level. The basis for the hierarchy is the frequency of usage in E.

The methodological justification of my two-degree and five-stage scheme was developed by Mirjana Vilke, our ELT specialist, in her article entitled "On Compiling Pedagogical Materials."[42] The material of an item is graded in five stages taking into consideration both frequency and positive and negative transfer, and what is recommended as forms of teaching.

All the articles - pedagogical materials - printed in this volume, have been based on M. Vilke's approach, which consists of the following pattern:

In Stage One the most frequent use of the item is dealt with and in case of positive transfer mechanical drills and short dialogues are applied. In the case of negative transfer, repeated, intensive drills are introduced.

In Stage Two the material is presented in repetition

exercises and intensive pattern practice. Then additional frequent uses of the same grammatical item are introduced. Other cases of interference or identified sources of errors are dealt with in intensive mechanical drills.

Stage Three covers medium frequent, but important uses of the same grammatical category. More complicated pattern drills are used. The material of the first two stages is repeated.

As Stage Four represents the beginning of the cognitive approach, mechanical drills are dropped and combinatory exercises are introduced. In this stage contrastive comparisons between the structures of the L_s and L_t are followed in exercises. All the material learned by an inductive approach to grammatical rules and generalizations is repeated.

In Stage Five we treat all the subcategories of the grammatical unit not included in earlier stages because of low frequency or strong interference combined with low frequency. They are worked on in exercises based on free oral and written expressions. To test the learner's ability to select the most appropriate form, translation exercises from L_s to L_t have been introduced here.

How this pattern can be applied in preparing the pedagogical material for a grammatical item was illustrated for the first time in M. Vilke's article "Teaching Problems in Presenting Relative Pronouns"[43]. In this article the category of English relative pronouns is organized in such a way that the positive transfer from SC to E relative pronouns is utilized in teaching techniques, while the prevention of negative transfer is taken care of by special drills and exercises. An attempt is made to grade the materials carefully so that the student advances slowly from the material thoroughly learned to more complicated material involving more complex choices.

5. Conclusion.

I hope that this paper has illustrated the way in which CA and EA can serve a teacher and help him in the process of language acquisition. This discussion is not exhausted with my paper; it would certainly require further investigation which would add more information on the subject. However, as limited as it may be, my discussion has aimed at showing that adequate

pedagogical materials can be obtained only if CA is combined with EA.

The conclusion we can draw from the above discussion is that every contrastive project with practical objectives should be based not only on CA but also on EA and its immediate aim should be not only a new contrastive grammar of the target language based on the learner's mother tongue, but also a compromise system worked out for any two languages on the basis of error analysis, as well as pedagogical materials written using the results of both CA and EA. In this way, I hope, it becomes clear to everybody that neither of the two kinds of analysis should be neglected or favored at the expense of the other, as they both, CA and EA, each in its own way, but best when combined, can be of great use directly and indirectly for practicing teachers.

N O T E S

1. "The Yugoslav Serbo-Croatian-English Contrastive Project So Far", in R. Filipović (ed.), YSCECP, Studies 4: Zagreb Conference on English Contrastive Projects. Institute of Linguistics, Zagreb 1971, pp. 31-86.

2. Cf. the list of publications added at the end of the book: eight volumes of Reports, five volumes of Studies and one volume of Pedagogical Materials.

3. Robert Lado: Linguistics Across Cultures. The University of Michigan Press, Ann Arbor, 1957.

4. a) R. Stockwell: A Contrastive Analysis of English and Tagalog. (Still in manuscript form)

   b) P. Schachter: A Contrastive Analysis of English and Pangasinan. UCLA Press, Los Angeles, 1960. Etc.

5. a) W. Moulton: The Sounds of English and German. The University of Chicago Press, Chicago 1962.

   b) H. Kufner: The Grammatical Structures of English and German. The University of Chicago Press, Chicago 1962.

6. a) F. Agard and R. Di Pietro: The Sounds of English and Italian. The University of Chicago Press, Chicago 1965.

b) F. Agard and R. Di Pietro: The Grammatical Structures of English and Italian. The University of Chicago Press, Chicago 1965.

7. a) R. Stockwell and J. Bowen: The Sounds of English and Spanish. The University of Chicago Press, Chicago 1965.

b) R. Stockwell, J. Bowen and J. Martin: The Grammatical Structures of English and Spanish. The University of Chicago Press, Chicago 1965.

8. a) S. Lampach and A. Martinet: English-French Contrastive Phonology. (In manuscript)

b) S. Lampach: Contrastive French Grammar. (In manuscript)

9. W. Gage: The Sounds of English and Russian. (In manuscript)

10. See the general Introduction to the series, p. V.

11. J. E. Alatis (ed.): "Contrastive Linguistics and Its Pedagogical Implications." Georgetown Monograph Series on Language and Linguistics, No. 21, Georgetown University Press, Washington, D. C. 1968.

12. See Note 11.

13. R. Filipović (ed.): Active Methods and Modern Aids in the Teaching of Foreign Languages. (Papers from the 10th FIPLV Congress in Zagreb 5-9 April 1968). Oxford University Press, London 1972.

14. Section VI: Contrastive Studies. Ibid. pp. 198-226.

15. R. Filipović (ed.): Conclusions and Recommendations of the FIPLV Congress, Zagreb 1968, 14 pp.

16. a) Broder Carstensen: "Contrastive Syntax and Semantics of English and German". In R. Filipović (ed.): Active Methods and Modern Aids in the Teaching of Foreign Languages, Oxford University Press, London 1972, pp. 206-216.

b) Gerhard Nickel: "Project on Applied Contrastive Linguistics: a Report". Ibid. pp. 217-226.

17. J. Fisiak: "Contrastive Studies in the Phonology of English and Polish". (Not printed in the Proceedings.)

18. a) Rudolf Filipović: "A Contrastive Analysis of Serbo-Croatian and English". Studia romanica et anglica zagrabiensia, Zagreb 1967, No. 23, pp. 5-27.

    b) Rudolf Filipović: The Organization and Objectives of the Project. The Yugoslav Serbo-Croatian-English Contrastive Project. Institute of Linguistics, Zagreb 1968, 17 pp.

19. The CA group was organized in the Institute of Linguistics of Zagreb University, the EA group worked in the Zagreb Postgraduate School in Linguistics.

20. I reported about it in my paper read at the AILA Conference in Cambridge, in 1969., and printed in the Proceedings of the Conference: G. Nickel, ed., Papers in Contrastive Linguistics, Cambridge 1971, pp. 107-114.

21. I specified their value and applicability in my Cambridge paper in September 1969 and later at the Zagreb Conference of Contrastive Projects in December 1970. In R. Filipović (ed.), Studies 4: Zagreb Conference on English Contrastive Projects 7-9 December 1970. (Papers and Discussion). Zagreb 1971. pp. 31-86.

22. R. Filipović: "Contrastive Analysis and Error Analysis in Pedagogical Materials". In: R. Filipović (ed.), YSCECP, Pedagogical Materials 1., Zagreb 1971, pp. 1-6.

23. Since there was little chance for the three theses to be published, I decided to make their main results available by printing long summaries in R. Filipović (ed.), YSCECP, Pedagogical Materials 1., Zagreb 1971.
Vera Andrassy: "Errors in the Morphology and Syntax of the Parts of Speech in the English of Learners from the Serbo-Croatian-Speaking Area", Ibid., pp. 7-31.
Jasna Bilinić: "Errors in Morphology and Syntax of the Verb in the Speech of Learners of English in the Serbo-Croatian-Speaking Area". Ibid., pp. 32-59.
Stanka Kranjčević: "Errors in the Syntax of the Sentence in the Speech of Learners of English in the Serbo-Croatian-Speaking Area". Ibid., pp. 60-80.

24. R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb 1971, pp. 81-97, 98-111.

25. T. Slama-Cazacu: "Psycholonguistics and Contrastive Studies". In R. Filipović (ed.), YSCECP, Studies 4: Zagreb Conference on English Contrastive Projects, Zagreb 1971., pp. 188-225.

26. William Nemser: "Approximative Systems of Foreign Language Learners". In R. Filipović (ed.), YSCECP, Studies 1, Zagreb 1969, pp. 3-12. Also in: IRAL, Vol IX/2, Julius Groos Verlag, Heidelberg 1971, pp. 115-123.

27. T. Slama-Cazacu: o.c., p. 217.

28. R. Filipović: "A Compromise System. A Link between Linguistic Borrowing and Foreign Language Learning". In: R. Filipović (ed.), YSCECP, Studies 5, Zagreb 1972, pp. 19-29. Also in: IRAL-SONDERBAND, Kongressbericht der 3. Jahrestagung der Gesellschaft für angewandte Linguistik GAL e. V. Herausgegeben von Gerhard Nickel and Albert Raasch. Julius Groos Verlag, Heidelberg 1972, pp. 197-206.

29. R. Filipović: "Compromise Replica and Phonemic Importation". To Honor Roman Jakobson. Mouton, 1968, pp. 662-666.

30. R. Filipović: The Organization and Objectives of the Project, Institute of Linguistics, Zagreb 1968, p. 14.
R. Filipović: "The Yugoslav Serbo-Croatian-English Contrasti e Project", In: G. Nickel (ed.) Papers in Contrastive Linguistics, Cambridge University Press 1971, p. 111.

31. R. Filipović: "CA and EA in Pedagogical Materials". In: R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb 1971, pp. 1-6.
R. Filipović: "The Yugoslav Serbo-Croatian-English Contrastive Project So Far". In: R. Filipović (ed.), YSCECP, Studies 4: Zagreb Conference on English Contrastive Projects 7-9, December 1970, Zagreb 1971, pp. 60-61.

32. Cf. the articles by M. Vilke printed in R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb 1971, pp. 81-97, 98-111.

33. R. Filipović: "The YSCECP So Far". In: R. Filipović (ed.),

YSCECP, Studies 4: Zagreb Conference on English Contrastive Projects 7-9 December 1970, Zagreb 1971, pp. 31-80.

34. R. Filipović: "Testing the Results of Contrastive Analysis". A paper read at the 3rd AILA Congress in Copenhagen, 1972. Rassegna Italiana di Linguistica Applicata, V, 2, Roma 1973, pp. 155-156, and in G. Nickel (ed.), AILA Third Congress - Proceedings Vol. 1, Applied Contrastive Linguistics, Heidelberg 1974, pp. 97-109.

35. Mirjana Vilke: "Teaching Problems in Presenting Modal Verbs". In: R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb 1971, pp. 81-97.

36. R. Filipović: "Udio lingvistike u formiranju modernih metoda u nastavi stranih jezika" (The Role of Linguistics in the Development of Modern Language Teaching). Pedagoški rad, Zagreb 1970, XXV, 7-8, pp. 375-391.

37. Mirjana Vilke: "Teaching Problems in Presenting Relative Pronouns". In: R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb 1971, pp. 98-111.

38. They can be found in our publications Reports and Studies.

39. They are found in the three MA theses. (Cf. Note 23.)

40. We plan to print the results of the testing in our publications.

41. H. V. George: Verb-Form Frequency Count, Central Institute of English, Hyderabad 1963. See also: ELT, Vol. 18, No. 1, Oct 1963, pp. 31-37.

42. This article will appear in our publication: R. Filipović (ed.), YSCECP, Studies 6.

43. R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb 1971, pp. 98-111.

Radmila Djordjević (University of Beograd)

SOME PROBLEMS IN TEACHING ENGLISH NOUN PHRASES AS SUBJECT TO SERBO-CROATIAN SPEAKERS

(Based on the report, Ljiljana Mihailović: "Noun Phrases as Subject in English and Serbo-Croatian")[1]

1.1. English is mainly an analytical language, Serbo-Croatian is highly synthetic. This important difference between the two languages becomes evident when contrasting noun phrases (henceforth NP) as subject in English and Serbo-Croat (henceforth E and SC).

1.2. According to the author of the report, the main differences and contrasts between NPs as subject in E and SC arise from the following features of the two languages:

English:

a) fixed word order,
b) few concord-bearing verbal forms, and,
c) lack of inflection in nouns.

Serbo-Croatian:

a) much freer word order,
b) manifold exponents of concord with verbs, and,
c) a rich inflectional case system. [2]

In other words, "...the noun phrase functioning as 'subject' precedes the finite verb phrase and selects its number in case there is a concord bearer in the verbal phrase". [3] The subject in SC is "...the NP in the nominative case which functions in the verb number--person-and-gender agreement rule". [4]

It follows that distribution is the governing principle in E, form in SC, while the semantic element functions in both languages. In other words, word order is the principal criterion for determining subjecthood in E, and concord is the principal criterion for determining subjecthood in SC.

1.3. The author of the report mentions certain contrasts and differences between L_t and L_s where interference can be expected:

1) There are instances in SC, but not in E. where the subject is deleted:

Does your father smoke? Yes, he does.
Da li tvoj otac puši? Puši (Smokes).

2) There are instances in SC "...where there is no grammatical subject and the underlying subject appears in an oblique form"[5], which is not found in E:

Mary is comfortable. Mariji je udobno.
I am sorry. Žao mi je.
I am glad. Milo mi je.

3) Concord between NP in the function of subject with such modifiers as: mnogo (many), pola (half), većina (most) or numerals over four and the finite verb phrase[6] differs in E and SC. These NPs take a plural verb in E, and a singular verb in SC:

Many boys were absent. Mnogo dečaka je bilo odsutno.

2.1. Because of the contrasts and differences mentioned under 1), 2), and 3) one may expect the following errors of SC learners speaking E:

1)a. (answers to inverted questions): Does your father smoke? *Smokes.

2)b. (NP + tense be + VP): *It is comfortable to Mary.

3)c. (modifier many + N + VP): *Many boys was absent.

d. (predeterminer half + determiner + N + VP): *Half the girls doesn't agree with the proposal.

e. (modifier most + N + VP): *Most people respects each other.

f. (numeral over four + N + VP): *Ten houses has been destroyed.

2.2. Analyzing the errors which might be expected on the basis of the Report, one could on the basis of teaching experience divide them into two groups:

1) More probable errors - errors which students usually make - those for which there is a higher probability of occurrence.

2) Less probable errors - errors which students make only occasionally regardless of the degree of contrast but for which

there would be a theoretical explanation if they did.

In order to verify this statement, and in order to separate errors which might be attributed to contrasts between L_s and L_t from other sources of error, a test was given to a sample of more than 500 secondary school pupils in Zagreb who had been learning English for 7-8 years. The pupils were asked to translate from SC into E three sentences using simple vocabulary for each of the six types of contrasts singled out by the analyzer, i.e. structures mentioned under 2.1. (a., b., c., d., e., and f), cases which could be expected to show the effects of interference from L_s. The following results were obtained:

Types of contrasts	Percentage of the sample that translated the structures with contrasts correctly	Percentage of the sample that made an error which might be attributed to contrasts between L_s and L_t	Percentage of the sample that made an error which might be attributed to other sources of error
a.	82.3	0.9	18.8
b.	86.2	6.2	7.6
c.	88.6	6.7	4.7
d.	84.8	9.0	6.2
e.	30.2	3.4	16.4
f.	64.7	7.2	28.1

The results of the test[7] have confirmed the hypothesis that errors due to interference can be divided into those that are more probable and those that are less probable to occur. They have also indicated that in teaching the structures under analysis attention should be paid to the contrasts found, in the following order: greatest care should be taken of with structure d., then structures f., c., b., e., and a.

The results also show that the highest percentage of errors that cannot be attributed to interference are found in structures f., a., and e., and conversely, that the highest percentage of correct translations were found in structures c., b., and d. This gives a different list of teaching priorities - structure f. moves to first place, although most of the errors made are not due to interference, then come structures: e., a., d., b., and c.

Thus our analysis of these errors indicates clearly that the degree of contrast between L_s and L_t does not explain all errors in foreign language learning. Contrastive analysis offers only a partial explanation. The relevance of error analysis[8] to language teaching is therefore becoming more and more clear.

2.3. As we are primarily concerned with contrasts and differences between E and SC in teaching E, and as NPs as subject will of necessity be selected for teaching E to SC speakers, this paper deals with some of the problems of drilling and testing the above-mentioned aspects of E grammar.

1st stage

3.1. Because of its frequency both in language and consequently in drills, the inverted question pattern is usually mastered by SC learners although the deletion of the subject in answers to questions in SC may result in interference. The best technique for drilling the pattern is question-and-answer exercises combined with transformation:

Teacher:	Student I:	Student II:
Do you wash every day?	Yes, I do.	No, I don't.
Do you brush your teeth every morning?	Yes, I do.	No, I don't.
Do they smoke?	Yes, they do.	No, they don't.
Do they speak English?	Yes, they do.	No, they don't.
Does your sister wash every morning?	Yes, she does.	No, She doesn't.

Does your brother brush his teeth every morning?	Yes, he does. No, he doesn't.
Does your father smoke?	Yes, he does. No, he doesn't.
Does your mother speak English?	Yes, she does. No, she doesn't.

etc.

It seems that Yes instead of Yes, he does /Yes + a clause/ occurs as an answer to the inverted question more often than Smokes (error a. mentioned under 1.3.). If Smokes as an answer does occur, it will probably be the result of insufficient drilling, rather than interference.

2nd stage

3.2. At this stage the pattern: Mary is comfortable might be presented and drilled. An oral substitution can be introduced to prevent error b. mentioned under 1.3.:

Teacher:	Mary is comfortable.
Students:	Mary is comfortable.
Teacher:	Cold.
Students:	Mary is cold.
Teacher:	Warm.
Students:	Mary is warm.
Teacher:	Pleased.
Students:	Mary is pleased.
Teacher:	Sorry.
Students:	Mary is sorry.
Teacher:	Glad.
Students:	Mary is glad. etc.

3rd stage

3.3. At this stage attention could be paid to concord in E. Possible errors c., d., e., and f., due to contrasts and differences with I mentioned under 1.3., might be prevented by oral translation drills:

Teacher:	Student:
c.	
Mnogo dečaka je bilo odsutno.	Many boys were absent.
Mnogo devojčica je bilo prisutno.	Many girls were present.
Mnogo učenika je bilo bolesno.	Many students were ill.
Mnogo igračaka je bilo izloženo.	Many toys were on display.

d.

Pola učenika ne radi.	Half the students don't work.
Pola vojnika se ne bori.	Half the soldiers don't fight.
Pola dece ne čita.	Half the children don't read.
Pola radnika ne dolazi na vreme.	Half the workers don't come on time.

e.

Većina ljudi se medjusobno pomaže.	Most people help each other.
Većina ljudi se medjusobno voli.	Most people love each other.
Većina ljudi se medjusobno posećuje.	Most people visit each other.
Većina ljudi se medjusobno pozdravlja.	Most people greet each other.

f.

Pet pisama je napisano.	Five letters have been written.
Šest jabuka je oljušteno.	Six apples have been peeled.
Sedam dečaka je izabrano.	Seven boys have been chosen.
Osam kola je prodato.	Eight cars have been sold. etc.

For slow learners written translation exercises of the same type, done at school or at home, could be used as well. A combination of oral and written translation drills might help the students at this stage to make generalizations about the concord of NPs with a verb phrase in E.

3.4. Repetition of the drills and revision of all the cases at further stages of EFL courses would be useful.

4.1. The author of the report gives a detailed description of the NPs as subject not in initial position, but she does not contrast these instances with SC, "...as word order and concord will be dealt with in this project under separate headings".[9] One can divide the instances of inversion into three groups, mainly on the basis of distribution as they comprise three different structures, and present them in the following order:

- Obligatory inversion of the NPs as subject with the main verb: VP + NP (mentioned in the report under 2.1., 2.7., and 2.6).

- Obligatory inversion of the NP as subject and the first auxiliary verb: Aux + NP + V (mentioned in the report under 2.11.,

2.9., 2.3., 2.5., and 2.10).

- Optional inversion: VP + NP or NP + VP (mentioned in the report under 2.8. and 2.4.).

5.1. In order to see how well the students can handle the points of E syntax mentioned in 3.1., 3.2., 3.3., and 3.4., to diagnose the weak points and organize remedial work, tests of the students mastery of these aspects of NPs as subject in E should be administered.

5.2. Multiple choice and completion techniques are most frequently used and recommended in objective testing. For example:

5.2.1. Does your father smoke?

a. He smokes.
b. Yes, he does.
c. Smokes.

5.2.2. A: The baby is cold.
B: a. I am cold, too.
b. It is cold to me, too.
c. I have a cold, too.

5.2.3. Many boys _____ absent.

a. is
b. was
c. were

5.2.4. Half the children _____ play.

a. are not
b. does not
c. do not

5.2.5. Most people _____ each other.

a. love
b. loves
c. loving

5.2.6. Five letters _____ been written.

a. has
b. have
c. having

NOTES

1. Ljiljana Mihailović, "Noun Phrases as Subject in English and Serbo-Croatian", in R. Filipović, ed., The Yugoslav Serbo-Croatian-English Contrastive Project, A. Reports 3. Zagreb, Institute of Linguistics, 1970, pp. 128-138.

2. Ibid., pp. 134-135.

3. Ibid., p. 129.

4. Ibid., p. 133.

5. Ibid., p. 135.

6. Ibid., p. 133.

7. The number of pupils who responded varied from sentence to sentence (some did not even try to translate some of the sentences), which is in a way also meaningful. The number of those who responded runs from 361 (a sentence with structure e.) to 556 (a sentence with structure a.).

8. The errors found in the translation test that cannot be explained by contrasts between the two languages are not analyzed here for several reasons:

   a) Although the results obtained can give a general idea of certain tendencies, we cannot consider them fully representative as the language proficiency of the sample was not measured.

   b) Only one technique of error analysis was used so that the results would be fully relevant.

   c) Translation as a measuring instrument is not reliable enough. Translation of sentences without contrasts, as a controlling test, was not required.

   d) Although the sentences selected for translation are phrased in the simplest vocabulary, translation from L_s into L_t remains one of the most difficult tasks. It is a technique which is not often practised at the level where the test was administered. On the contrary, pupils are constantly instructed to avoid the use of the mother tongue, a fact which cannot be overlooked.

9. Ljiljana Mihailović, op. cit., pp. 129-130.

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PROBLEMS IN TEACHING THE STRUCTURE OF SOME ENGLISH NOUN PHRASES AS SUBJECT TO SERBO-CROATIAN SPEAKERS

(Based on the report, Ljiljana Mihailović, "Additional Notes on Noun Phrases in the Function of Subject in English and Serbo-Croatian"[1])

1.1. Endocentric constructions seem to be among the language universals. Noun phrases (henceforth NPs) in English and Serbo--Croat (henceforth E and SC) as items in these constructions can have different functions and different constituents, the only obligatory one being the noun. Attributes are not obligatory, but if they occur their distribution varies, thus affecting the word order of the sentence.

1.2. The structure of some of these constructions in E - NPs in the function of subject - and their SC counterparts were considered in the above-mentioned Report. As "an unmodified noun in the function of subject in E as a rule corresponds to an unmodified noun in SC.."[2], a group of attributes - the determiners - were contrasted with the corresponding determiners in SC. In fact, only one subsystem of determiners:

a) demonstrative determiners: this-these, that-those,
b) possessive determiners: my-his-her-its,
c) proper names inflected for the genitive case: John's

was considered because "...they belong to the same positional class, i.e. one term excludes all the others"[3], as well as

d) predeterminers: all, both, half.

There was another good reason to include only the four demonstratives and to contrast them fully: they are "...in number concord with the noun (this boy - these boys)... their singular forms are not susceptible to the opposition countable/uncountable"[4].

2.1. We shall summarize the contrasts and differences which have been singled out by the author of the Report in a sequence which is relevant for teaching purposes.

2.1.1. "With certain lexical sets, such as parts of the body, articles of clothing, kinship terms and some other lexical items... if the possessive determiner in one of the E NPs in the sentence (not necessarily a NP as subject - R. Dj.) and the correlated possessor are in certain syntactic relationships, ... if [they] are most directly dominated by the same S-node, then the possessive in an E NP usually has a zero equivalent in a SC NP".[5]

a) His health never bothers him.
Ø Zdravlje ga nikad ne brine.
b) John hurt his leg.
Džon je povredio Ø nogu.

2.1.2. The proper name inflected for the genitive case and the determiners belong to the same positional class, i.e. one excludes the other (That John's book is not a possible NP in E), which is not true in SC.

2.1.3. Demonstrative and possessive determiners belong to the same positional class in present-day English, but to different positional classes in SC. Structures in which both demonstrative and possessive determiners occur in SC correspond to structures with the so-called "double genitive" in E:

That painting of yours was sold yesterday.
Ona tvoja slika je juče prodana.

2.1.4. The possessive determiner in an E NP in the function of subject (in sentences with intransitive verbs)[6] has two equivalents in SC: the possessive pronoun or the possessive dative (enclitic form):

My father died last year.
Moj otac je umro prošle godine.
Otac mi je umro prošle godine.

1.3.5. Possessive determiners have sometimes only the accusative of the personal pronoun as a SC counterpart "ethical accusatives" which "are not felt as possessives by the SC speaker".[7]

My leg hurts.
Boli me noga.

1.3.6. The order of the predeterminers: all, both, half and the determiners in an E NP is fixed[8], the former preceding the latter,

which is not obligatory in SC:

all those houses	sve one kuće
*those all houses	one sve kuće

1.3.7. "E subject NPs which have a possessive determiner or a proper name inflected for the gentitive case can undergo deletion of the head noun" if it is "... identical to the head noun in the Nominal Predicate, the dependent possessive form (possessive adjective - R. Dj.) being replaced by the independent"[9] (possessive pronoun - R. Dj.), which is impossible in SC, as dependent and independent possessives are formally identical:

Yours has been a tragic marriage.
*Tvoj je bio nesrećan brak.

2.1. In view of the preceding, the following errors in the analyzed structures might be expected from Serbo-Croatian speakers:

2.1.1. a. (Possessive determiner + N + VP): *Health never bothers him. (omission of his in the subject NP)
b. (NP + V + Possessive determiner + N): *John hurt leg. (omission of his in the object NP)

2.1.2. c. (Demonstrative determiner + N + Double genitive of a proper name): *That John's book is interesting.

2.1.3. d. (Demonstrative determiner + N + Double genitive + NP): *That your drawing is nice.

2.1.4. e. (Possessive determiner + N + $V_{intr.}$ + Complement): *Father died me last year.

2.1.5. f. (Possessive determiner + N + V). *My leg hurts me.

2.1.6. g. (Predeterminer all + Demonstrative determiner + N + VP): *Those all houses were built recently. (Predeterminer half/both + Determiner + N + VP)

2.1.7. h. (Independent possessive + VP): *Your has been a tragic marriage.

2.2. Teaching experience suggests that some errors are more probable, whereas others are less probable even at the beginning level in spite of the contrasts between L_s and L_t. In order to prove

the hypothesis a test was given to a sample of more than 500 secondary school pupils in Zagreb who had been learning English for 7-8 years. The pupils were asked to translate from SC into E three sentences phrased in simple vocabulary illustrating each type of contrast that had been singled out by the analyzer except structure h. (the structures mentioned under 2.1. - from a. to g.) The following results were obtained:

Types of contrasts	Percentage of the sample that translated the structures with contrasts correctly	Percentage of the sample that made an error which might be attributed to contrasts between L_s and L_t	Percentage of the sample that made an error which might be attributed to other sources of error
a.	73.4	22.0	4.6
b.	24.4	53.6	22.0
c.	14.7	75.4	9.9
d.	32.1	39.9	28.0
e.	93.1	0.6	6.3
f.	26.7	18.9	54.4
g.	59.0	12.7	28.3

The results of the test confirmed the above-stated hypothesis. The following order shows the strength of interference: L_s interference proved to be the strongest in type c., then come types: b., d., a., f., and g.. The results of the test showed that errors which might be attributed to interference are more numerous for almost the whole group of contrasted structures than errors that may have other sources, the difference being in some cases extremely convincing. Only with errors e. and g. this was not the case. It goes without saying that extensive drills should be planned for errors c., b., d., a., f., g., and h.

2.2. As the contrasted structures will certainly be selected for EFL courses to SC speakers, and as the structures were sequenced (graded) for teaching purposes under 1.3., drills and some tests will be suggested below.

1st stage

3.1. The selection of language items for teaching is interdependent within language levels. For instance, the selection of grammatical items depends on the selection of lexis and vice versa. Lexical items denoting the parts of the body, kinship terms and articles of clothing are usually selected for the first stage of learning on the basis of their frequency, thus forcing the teacher to present and drill certain structures of NPs both as subject and as object at early stages regardless of the degree of the difference between L_s and L_t.

To avoid the omission of the possessive determiners before the above-mentioned lexical items (error a. noted under 2.1.1.) which is a common error for SC speakers, oral substitution drills and substitution tables can be used. This can be done after the present tenses and the possessive determiners have been introduced, not at the very beginning of the course when only unmodified NPs are still being taught. For example:

Teacher: My dress needs washing.
Students: My dress needs washing.
Teacher: His shirt.
Students: His shirt needs washing.
Teacher: My blouse.
Students: My blouse needs washing.
Teacher: Her skirt.
Students: Her skirt needs washing. etc.

Teacher: His homework is the best.
Students: His homework is the best.
Teacher: My pen.
Students: My pen is the best.
Teacher: Her class.
Students: Her class is the best.
Teacher: His book.
Students: His book is the best. etc.

My His Her My	aunt uncle cousin sister	does not	live work study go shopping	here. there.

2nd stage

3.2. It seems reasonable to drill the same NPs as object in Stage Two. This way we shall provide extensive drills of the construction and by varying its position break the monotony of mechanical exercises. Oral substitution drills, substitution tables and the question-and-answer technique my be used:

Teacher: I left my blouse on the chair.
Students: I left my blouse on the chair.
Teacher: Skirt.
Students: I left my skirt on the chair.
Teacher: Apron.
Students: I left my apron on the chair.
Teacher: Shirt.
Students: I left my shirt on the chair.
Teacher: Trousers.
Students: I left my trousers on the chair. etc.

John Peter Brian Stephen	washed	his	hands face neck hair	last evening.

When does Tom go to his office?
He goes to his office at 8.
When did Ann do her homework?
She did her homework yesterday.
When did Ann have all her lessons?
She had all her lessons in the afternoon.
Who did Ann spend the weekend with?
She spent the weekend with her parents (her sister, her cousin, her brother). etc.

3rd stage

3.3. Teaching the double genitive at this stage would help to avoid errors c. and d. (mentioned under 2.1.3. and 2.1.4.).

To avoid error c. the first step would be to drill the double genitive, which is the equivalent of SC NP structure: demonstrative determiner + genitive + noun. The following oral substitution drill might be helpful:

Teacher:	This holiday of John's costs money.
Students:	This holiday of John's costs money.
Teacher:	Journey.
Students:	This journey of John's costs money.
Teacher:	Suit.
Students:	This suit of John's costs money.
Teacher:	Car.
Students:	This car of John's costs money. etc.

3.4. To avoid error d. (mentioned under 2.1.3.) the second step would be to drill the double genitive which presupposes knowledge of the possessive pronouns. This double genitive is now the equivalent of the following SC NP structure: demonstrative determiner + possessive determiner + noun. Substitution tables may serve as a basis for drill:

That	drawing book letter report article	of	yours his hers theirs mine	is	nice interesting exciting amusing useful

3.5. Stage three also seems to be the appropriate point to teach those structures of E NPs which have two corresponding structures in SC, the head noun being one of the lexical items mentioned under 1.3.1.:

E : possessive determiner + noun
SC : a) possessive determiner + noun
b) noun + ethical (enclitic) dative

As the latter SC structure (under b) seems to be more frequent, and as there is no contrast in the structure under a, error e. (mentioned under 2. 1. 4.) may occur. To prevent its occurrence a drill should be given to students. Oral translation might be used:

Otac mi se oporavio prošle nedelje.
My father recovered last week.
Majka mi se oporavila prošle nedelje.
My mother recovered last week.
Brat mi se oporavio prošle nedelje.
My brother recovered last week.
Sestra mi se oporavila prošle nedelje.
My sister recovered last week.
Deda mi se oporavio prošle nedelje.
My grandfather recovered last week. etc.

While drilling this structure the teacher might use it, as the author of the Report suggests, to show the students how much freer word order is in SC than in E, giving five combinations of the same structure in SC to translate into E where only two possibilities exist:

Otac mi se oporavio prošle nedelje.
Moj otac se oporavio prošle nedelje.
My father recovered last week.

Moj otac oporavio se prošle nedelje.
Prošle nedelje se moj otac oporavio.
Prošle nedelje mi se otac oporavio.
Last week my father recovered.

3. 6. Error f. (mentioned under 2. 1. 5.) may occur in structures in which ethical datives (ethical accusatives), although not felt as possessives in SC, are the only equivalents to the E possessives. Completion may be used to drill the structure at this stage:

_____ leg hurts if I move it.
_____ arm hurts if you move it.
_____ foot hurts if she moves it.
_____ finger hurts if he moves it. etc.

Matching tables might be a further step:

My feet hurt	when I read too much.
My eyes hurt	when I think too hard.
My back hurts	when I write too much.
My head aches	when I stand too long.
My palm itches	when I walk too far.

4th stage

Oral translation might be given as a final step in preventing error f.:

Boli me noga.	My leg hurts.
Boli me srce.	My heart aches.
Bole me ledja.	My back hurts.
Svrbi me dlan.	My palm itches.
Vrti mi se u glavi.	My head spins. etc.

Translation has gone out of fashion in teaching and learning foreign languages, but in translating orally a few well-chosen sentences - sentences with the same pattern and simple and well-known vocabulary - the student does not take L_s as such, he does not shift from one code to the other. He takes L_s as any other stimulus. W.S. Allen recommends and explains the technique of oral translation in the following way: Translating well-chosen structures from L_s into L_t "...is not strictly speaking translation at all, but merely a practical application of the fact that our thoughts are bound up in words; when we learn a new language, we have to train our thoughts to move in other patterns." Teachers are only "...evoking certain thought-patterns for immediate expression in the new medium..."[10] this way. Therefore, in drilling certain structures as such the stimulus may be given in L_s.

3.7. As concord between NPs and predeterminers is invariably taught at an earlier stage[11], the position of the predeterminers and determiners in the NPs could be presented at this point. Students should already be aware of the acceptable word order in E for the cluster: predeterminer + determiner. To prevent error g. (mentioned under 2.1.6.) charts are recommended by the author

of the Report. The following oral translation drill might also be given. The two versions of SC word order (predeterminer + determiner and determiner + predeterminer) are alternated in the drill while each SC determiner matches its noun in gender:

Sve one ideje su bile korisne.
All those ideas were useful.

Sve one sugestije su bile korisne.
All those suggestions were useful.

One sve knjige su bile korisne.
All those books were useful.

One sve novine su bile korisne.
All those newspapers were useful.

Svi oni planovi su bili korisni.
All those plans were useful.

Svi oni predlozi su bili korisni.
All those proposals were useful.

Oni svi idiomi su bili korisni.
All those idioms were useful.

Oni svi zadaci su bili korisni.
All those assignments were useful.

Pola Aninih stvari je bilo novo.
Half Ann's things were new.

Pola Aninih knjiga je bilo novo.
Half Ann's books were new.

Aninih pola haljina je bilo novo.
Half Ann's dresses were new.

Aninih pola cipela je bilo novo.
Half Ann's shoes were new.

Obe moje sestre će doći.
Both by sisters will come.

Moje obe rodjake će doći.
Both my cousins will come.

Obe moje prijateljice će doći.
Both my friends will come.

Moje obe učenice će doći.
Both my students will come. etc.

5th stage

3.8. To avoid error h. (mentioned under 2.1.7.) one might start with the similarities between L_s and L_t, i.e. with the following examples:

John's mind was a healthy mind.
Jovanov duh je bio zdrav duh.

Your marriage has been a tragic marriage.
Tvoj brak je bio nesrećan brak.

The contrast between L_s and L_t could be presented in the second step - the sentences where deletion of the NP under the conditions mentioned under 2.1.7. can take place in L_t but not in L_s:

John's was a healthy mind.
*Jovanov je bio zdrav duh.

Yours has been a tragic marriage.
*Tvoj je bio tragičan brak.

The deletion in L_t might be presented as a transformation in some courses:

Your marriage has been a tragic marriage ⟹
Yours has been a tragic marriage.

Once the transformation has been presented it can be drilled using the question-and-answer technique:

Whose (mind) was a healthy mind?
John's was a healthy mind.

Whose (marriage) has been a tragic marriage?
Yours has been a tragic marriage.

Whose (principles) were the soundest principles?
Chomsky's were the soundest principles.

Whose (life) was a fruitful life?
His was a fruitful life.

Whose (denial) was a prophetic denial?
Theirs was a prophetic denial. etc.

4.1. The following test items on the structure of NPs are suggested to check the teaching of this point of E syntax and

evaluate the knowledge of the students:

4.1.1. My aunt does not live here. T F
Aunt does not live here. T F

4.1.2. John washes the hands every morning. T F
John washes his hands every morning. T F

4.1.3. _____ costs money.

a. That John's journey.
b. John's that journey
c. That journey of John's.

4.1.4. _____ was nice.

a. That your journey
b. Your that journey
c. That journey of yours

4.1.5. _____ when I arrived.

a. My son recovered
b. Son recovered me
c. My son recovered me

4.1.6. _____ whenever I stand.

a. The leg hurts me
b. My leg hurts
c. Leg hurts

4.1.7. _____ ideas were useful.

a. Those all
b. All those
c. The all those

_____ books are new.

a. Half Ann's
b. Ann's half
c. The half Ann's

_____ sisters will come.

a. My both
b. The my both
c. Both my

4.1.8. _____ has been a tragic marriage.

a. Your
b. Yours
c. You

NOTES

1. Ljiljana Mihailović, "Additional Notes on Noun Phrases in the Function of Subject in English and Serbo-Croatian", in: R. Filipović, ed., The Yugoslav Serbo-Croatian - English Contrastive Project, A. Reports 4, Zagreb, Institute of Linguistics, 1971, pp. 73-85.
2. Ibid., p. 73
3. Loc. cit.
4. Ibid., p. 74.
5. Ibid., pp. 75-76.
6. It seems that both the possessive determiner and the dative which is not enclitic occur in E sentences with transitive verbs: My father rang me up.
7. Ljiljana Mihailović, op. cit., p. 78.
8. For the position of predeterminers in a VP see: Ljiljana Mihailović, op. cit., pp. 80-81. A rather absolete use of the numeral one which was contrasted in the Report on pages 82-83 was left out in this paper.
9. Ljiljana Mihailović, op. cit., p. 79.
10. W. S. Allen, "In Defence of the Use of the Vernacular and Translating in Class", English Language Teaching, V. 3:2, 1948, p. 49.
11. See the previous paper on "NPs as subject in E and SC", pp. 18-25.

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SOME PROBLEMS IN TEACHING ENGLISH PRONOMINALIZATION TO SERBO-CROATIAN SPEAKERS

(Based on the report, Ljiljana Mihailović: "On Differences in Pronominalization in English and Serbocroat")[1]

1.1. The concept of definiteness and indefiniteness in English and Serbocroat (henceforth E and SC) differs grammatically. Its exponents in E are the articles, which have no word class equivalents in SC, and in SC definite/indefinite adjective forms which have zero equivalents in E. But the definite and indefinite articles are not the only surface structure realizations of the concept of definiteness and indefiniteness in E. Pronominalization in E depends on whether the referent of a NP (noun phrase) is specified of unspecified. Consequently there are two rules for pronominalization in E. "SC does not have two rules for pronominalization, the definite pronouns (personal pronouns - R. Dj.) meeting both the rules for definite and indefinite pronominalization".[2]

1.2. Four types of contrast have been singled out:

1) On the grammatical level, the SC definite pronouns are used for both definite and indefinite pronominalization:

John has bought a car.	Jovan je kupio kola.
When did he buy it?	Kada ih je kupio?
John hasn't got a car.	Jovan nema kola.
Why doesn't he buy one?	Zašto ih ne kupi?

2) The semantic features of the indefinite determiner (indefinite article) of E NPs are relevant to pronominalization.

The condition for definite pronominalization is met when the indefinite determiner is specified. If it means "a certain" (specified), NPs are pronominalized by using definite pronouns; if it refers to an unspecified entity (unspecified), "... then the phrase must be pronominalized by using <u>one</u>"[3].

She wants to marry a Swede.	Ona hoće da se uda za
(specified - a certain Swede)	Švedjanina.
Where did she find him?	Gde ga je našla?
She wants to marry a Swede.	Ona hoće da se uda za
(unspecified - non-referential).	Švedjanina.
Where will she find one?	Gde će ga naći?

"... If we state that somebody has something there is no doubt that the object exists"[4], the object is preceded by an indefinite determiner, which is specified. The condition for definite pronominalization is met:

He has a red car.
When did he buy the car?
When did he buy it?

"In positive existential sentences introduced by a non-locative there, the NP in the function of subject is established as specified..."[5]. The condition for definite pronominalization is met:

There is a book on my desk.
Will you pass the book to me?
Will you pass it to me?

3) The SC personal pronoun paradigm which distinguishes gender is the equivalent of the E indefinite pronoun one which "... does not distinguish... masculine/feminine (feature-R. Dj.), being a pronoun susceptible only to the contrast of definite (indefinite and specified) unspecified in the referential indices of the NPs it substitutes"[6].

4) Furthermore, there are cases in SC where pronominalization is not obligatory (after the verbs: dati - to give, pozajmiti - to lend, kupiti - to buy, doneti - to bring, etc.), whereas in E it usually is.

2.1. If we assume that the contrasts will cause interference and that the differences will cause analogy with the related form in L_t, we may expect five kinds of errors:

2.1.1.
a. He hasn't got a car.
*Why doesn't he buy it (or them)?
b. When did he buy the car?
*He bought one yesterday.

2.1.2. c. She wants to marry a Swede (unspecified).
*Where will she find him?
d. She has married a Swede (specified).
*Where did she find one?
e. He has a red car.
*When did he buy one?
f. There is a book on my desk.
*Will you pass one to me, please?

2.1.3. Errors are unlikely since one does not make the masculine/feminine distinction as do the SC definite pronouns.

2.1.4. g. There's no armchair in his room.
*There should be. (omission of one).

2.2. A closer look at the seven types of errors leads one to conclude that errors a. and c. may be the result of differences between L_s and L_t, i.e. the fact that the definite/indefinite opposition within the system of personal pronouns does not exist in SC. Error g. could be ascribed to the contrast between the two languages, and errors b., d., e., and f. to an analogy with the related form in L_t (indefinite pronoun). As in the previous two papers a translation test was administered to secondary school pupils. The pupils were asked to translate three sentences of each type of error predicted by the analysis, except error g. which was omitted by mistake. The following results were obtained:

Types of contrasts	Percentage of the sample that translated the structures with contrasts and differences correctly	Percentage of the sample that made an error which might be attributed to contrasts and differences between Ls and Lt	Percentage of the sample that made an error which might be attributed to other sources of error
a.	6.4	88.6	5.0
b.	95.8	0.5	3.7
c.	2.8	78.2	19.0
d.	64.2	18.9	16.9
e.	97.8	0.2	2.0
f.	90.2	0.7	9.1

The results showed that interference is very strong in cases when there are differences between L_s and L_t - errors a. (88.6%), and c. (78.2%). Analogy with the related form in L_t (the existance of the indefinite pronoun) is less powerful as a source of error: 18.9% of the sample made the error recorded as d., while the percentages are negligible for errors b., e., and f.. Other sources of error were found in the case of c. (19.0%), d. (16.9%) f. (9.1%), a. (5.0%), b. (3.7%), and e. (2.0%).

3.1. This paper will cover certain aspects of the problems of selection, grading, presentation, drill, and testing as related to the teaching of the E indefinite pronoun one.

3.2. The indefinite pronoun one will, of course, be selected for every EFL course, as it is a structural word. It is not, however, one of the most frequent, to take only the criterion of frequency into consideration.[7] It follows that the indefinite pronoun one will not be selected for presentation to beginners, i.e. in stage one.

3.3. As interference depends on "..how far the learner has got with the new language"[8], errors may be prevented by suitable grading and adequate methodology. The relation of one language element to other language elements, the level of the course, the age of the students and the need for repetition are important factors in grading, as well as the results of contrastive analysis. These factors will be relevant in grading E indefinite pronoun one in four instead in five stages.

3.3.1. The indefinite pronoun one presupposes knowledge of the definite and indefinite articles as well as the definite pronouns, as one should "teach the unmarked..first."[9] Thus, the indefinite pronoun one will be taught only after these first items have been mastered, i.e. not at the very beginning of the course.

3.3.2. Drills should be graded so as to begin with mechanical, manipulative drills. Drills aiming at generalization of the rules of pronominalization (cognitive, communicative drills) would come in an intermediate course, or earlier in the case of adult learners.

3.3.3. To ensure retention, the repetition of oral drills with the indefinite pronoun one and the inclusion of one in plateau readers should be planned.

3.4. The techniques of presentation and the kinds of drills will depend on the level of the course and the age of the students. Production and comprehension exercises will both be included.

2nd stage

3.4.1. As pronominalization has formal, syntactic and semantic features and requires two-sentence discourse as a minimum, the best technique for presentation and drill work with young beginners would be mimicry-memorization. Dialogues are one of the best techniques to extend and reinforce language competence and performance [10]. For reasons given in 3.3.1. dialogues using one would not be among the first to be taught, i.e. not in stage one. Moreover, students will need a certain amount of vocabulary to be able to substitute lexical elements in the dialogue. Therefore, the teacher can present one in stage two in a dialogue like this:

1. A. Is there a shoemaker near here?
   B. Yes, you'll find one on the next street.

First, the student will listen to the dialogue, and then while drilling the teacher can prompt them to substitute other lexical items for the NP "a shoemaker", and other phrases such as: "two blocks from here", "around the corner" for "on the next street". While concentrating on the lexical changes, the student will internalize "Yes, you'll find one on the next street". If the teacher sees signs of misunderstanding concerning one, translation can help. Then the teacher can pass to longer or more complicated dialogues with one.

3.4.2. Dialogue learning is suitable for adults too, but in this case the language laboratory is a valuable aid. The language in the dialogue should be chosen to suit adult interests and graded in terms of length and complexity:

2. A. I have a long list of medicines we need.
   B. Let me have the list. You'll need a prescription for this item.
   A. I didn't know that. I'll ask my doctor to give me one.

3rd stage

3.4.3. This is the stage when special dialogues should be presented to avoid error g.:

3. A. Could you lend me a box of matches?
B. If I had one I'd lend it to you.

The intermediate level is also the stage when both types of pronominalization can be presented together - one dialogue with the definite pronoun:

4. A. I'd like to buy this blouse.
B. Do you want to try it on?

and one with the indefinite pronoun, as in dialogue 1., for instance. Repeating the procedure several times the teacher will help the students to generate the two rules which they have already learnt implicitly at stage two.

4th stage

3.4.4. In stage four the teacher can point out the semantic features of pronominalization (indefinite specified vs. indefinite unspecified) in order to avoid errors c., d., e., and f. The context of a longer story and some explanation would be appropriate. It seems reasonable to expect that the semantic features will be grasped implicitly by the students during the dialogue learning period. If this is not the case because of the contrasts and differences between L_s and L_t oral substitution drills are another possibility to prevent errors c., d., e., and f.:

1)

Teacher: I met an Englishman at the seaside. I told him how to get to his hotel.
Students: I met an Englishman at the seaside. I told him how to get to his hotel.
Teacher: in Rijeka
Students: I met an Englishman in Rijeka. I told him how to get to his hotel.
Teacher: in Dubrovnik.
Students: I met an Englishman in Dubrovnik. I told him how to get to his hotel. etc.

2)

Teacher: A typewriter is a useful thing to have. Have you got one?
Students: A typewriter is a useful thing to have. Have you got one?
Teacher: A washing machine.
Students: A washing machine is a useful thing to have. Have you got one?
Teacher: A film projector.
Students: A film projector is a useful thing to have. Have you got one?
etc.

3)

Teacher: I have a book about Robin Hood. Have you read it?
Students: I have a book about Robin Hood. Have you read it?
Teacher: a poem.
Students: I have a poem about Robin Hood. Have you read it?
Teacher: a story.
Students: I have a story about Robin Hood. Have you read it? etc.

4)

Teacher: There is a book on the table. Would you pass it to me, please?
Students: There is a book on the table. Would you pass it to me, please?
Teacher: a bag.
Students: There is a bag on the table. Would you pass it to me, please?
Teacher: an apple.
Students: There is an apple on the table. Would you pass it to me, please
Teacher: a cake.
Students: There is a cake on the table. Would you pass it to me, please?
etc.[11]

5th stage

3.4.5. At the advanced level the contrasts between L_s and L_t could be presented to the students. Contrastive drills are recommended by the author of the report. As it is not easy to construct drills for indefinite unspecified pronominalizations out of context, the best way is to prepare pairs of sentences for translation.

Special examples should be given to include cases where one might be omitted by Serbo-Croatian learners (error g.),

particularly with the verbs: to give - dati, to lend - pozajmiti, to buy - kupiti, to bring - doneti, etc., "which allow optional deletion of the NP in the function of object"[12] in SC.

At the advanced level students are expected to know something more about the formal grammar of the language they are learning. So it would be reasonable to present the following features of E pronouns: "Whereas definite pronouns have distinctive forms for animate/inanimate (it vs. he, she) and for masculine/feminine (he vs. she), the indefinite one does not distinguish either animate/inanimate or masculine/feminine, being a pronoun susceptable only to the contrast of definite/indefinite and specified/unspecified in the referential indices of the NPs it substitutes"[13]. This is the moment to let them think about the place of the indefinite pronoun one in the paradigm of the so-called personal pronouns in E.

This is also the stage when a systematization of all the meanings and uses of this pronoun can be undertaken.

3.4.6. The problems of listening and reading comprehension, as regards one, should be considered in all stages. The teacher can drill and test comprehension by asking the student a question, then letting them listen to a short passage with definite and indefinite pronouns, and finally giving them a multiple-choice item to check comprehension.

Dictating passages in which one is to be found followed by multiple-choice items is another possibility for checking comprehension.

The possibilities of drilling and testing comprehension of one in reading are even greater. Readers should be graded so as to provide repetition, ensure retention and reinforce assimilation, thereby lessening the effect of negative transfer from L_s.

4.1. The results of contrastive analysis are indispensable for testing the knowledge of a language, as the distractors in multiple-choice items can be examples of interference from L_s.

4.2. Testing the students' knowledge of the use of the indefinite pronoun one will show the teacher how well they have grasped what has been presented and drilled. In order to diagnose the weak points and to organize successful remedial teaching, objective tests should be administered. For example:

4.2.1. He hasn't got a car. Why doesn't he buy _____ ?

a. it
b. one
c. them
d. -

4.2.2. When did he buy the suit? He bought _____ last week.

a. it
b. one
c. -

4.2.3. She wants to marry an American. Where will she find _____ ?

a. him
b. one
c. -

4.2.4. She has married an American. Where did she find _____ ?

a. him
b. one
c. -

4.2.5. She has a nice hat. Where did she buy _____ ?

a. it
b. one
c. -

4.2.6. There is a dish washer here. Will you look at _____ ?

a. it
b. one
c. -

4.2.7. There's no lamp here. There should be _____ .

a. it
b. one
c. -

NOTES

1. Ljiljana Mihailović: "On Differences in Pronominalization in English and Serbocroat", in R. Filipović, ed. The Yugoslav Serbo-Croatian - English Contrastive Project, B. Studies 2, Zagreb, Institute of Linguistics, 1970, 50-60.
2. Ibid., p. 57.
3. Ibid., p. 53.
4. Ibid., p. 52.
5. Ibid., p. 52.
6. Ibid., p. 57.
7. M. West, ed., A General Service List of English Words does not record the use of the indefinite pronoun one, treated in this paper, nor the generalized indefinite pronoun one (One can say.) It seems that the two might be distinguished by their functions, the former being the object of a verb or a preposition, the latter a subject.
8. W. R. Lee, "Thoughts on Contrastive Linguistics in the Context of Language Teaching" in: J. E. Alatis, ed., 19th Annual Round Table, Contrastive Linguistics and Its Pedagogical Implications, Washington, Georgetown University Press, 1968, p. 187.
9. J. C. Catford, "Contrastive Analysis and Language Teaching", in: J. E. Alatis, ed., 19th Annual Round Table, Contrastive Linguistics and Its Pedagogical Implications, Washington, Georgetown University Press, 1968, p. 163.
10. M. Finocchiaro, Let's Talk, New York, Simon and Schuster, 1970, p. XVIII.
11. Almost all examples under 1. 2. are taken from the report. Examples of dialogues (1., 2., and 4.) are taken from Finocchiaro, M., op. cit., pp. 86, 77, 92, and example 3. from Mihailović, Ljiljana, op. cit., p. 57.
12. Ljiljana Mihailović, op. cit., p. 57.
13. Ljiljana Mihailović, loc.

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TEACHING MODAL VERBS TO SC LEARNERS OF ENGLISH

This work has been based on the following CA papers: D. Kalogjera: A Survey of Grammatical Characteristics of the English Modal Verbs with Regard to Interference Problems. [1] D. Kalogjera: Lexico-Grammatical Features of MUST, SHOULD and OUGHT TO and Their Equivalents in Serbo-Croatian. [2] D. Kalogjera: Ten English Modals and Their Equivalents in Serbo-Croatian. [3] V. Tadić: Engleski modalni glagoli MAY, MIGHT, CAN, COULD, MUST i NEED i njihovi prijevodni ekvivalenti u hrvatskosrpskom. [4]

The CA predictions of areas of interference have been evaluated through the error-analysis research conducted by Jasna Bilinić[5] (based on oral performance of advanced learners) and trough written translation and multiple choice tests prepared by Margareta Volarić (approx. 300 learners were tested on 60 items of modal verbs each).

The table on pages 50 and 51 shows 13 E. verbs belonging to the group of modal auxiliaries, listed in order of their relative frequency. (Frequency data was obtained from the Corpus[6] and M. West's "General Service List of E. Words". [7]) Column 1 to 5 shows the main functional characteristics of the E. modals, divided into five stages of learning, covering the teaching process from the beginning to an advanced stage.

In the first three stages the approach is basically mechanical (habit-formation), and in stages 4 and 5 it is a cognitive approach.

This explains the organization of linguistic material; in the first three stages "simple" functions of the modals that can be practiced without abstract grammatical reasoning are presented. Relative frequency of the functions of the modals in everyday spoken language has been taken account of as well. By "simple" we mean

	1	2	3	4	5
WILL	volition (futurity)	question tags		habit, insistence, clichés	induction, probability
WOULD		tentative		wish, would + have + pp I wouldn't know	ironic
CAN	ability	question tags	possibility, verbs of sensation	willingness	characteristics
COULD				diminished probability, could-have-pp, rel. past	diminished probability
MAY	permission	question tags		possibility, may+have+pp, idioms, subjun.	
MIGHT				might+have+pp, time reference	diminished probability

	1	2	3	4	5
SHOULD			obligation	should+have+pp, time reference	present, future
SHALL	(futurity)			predictive, promise	
MUST	obligation	question tags		conclusion must+have+pp	
NEED			negative		
OUGHT TO				obligation, conclusion, ought+have+pp	
USED TO				repeated action	
DARE				modal "dare"	

two types of items: those equivalent to the functions of SC translational equivalents, where positive transfer is at work; and those which can be practiced globally, as lexical items.

The first three stages cover the age groups before and up to adolescence - roughly, elementary school children 9 to 14.

The fourth and fifth stages cover secondary school learners and adults. All the functions of modals referring to time distinctions different from the open-set verb system are treated here, as these functions require deductive thinking on the part of the learner.

In cases where the function is not interfered with by the function of SC translational equivalents, no intensive drills or exercises are required, whereas in cases of negative transfer, special exercises are recommended.

Shall and will denoting futurity, the role of the modals in conditional clauses, and sequence of tenses will be treated systematically elsewhere, so they appear in this paper only marginally.

1st stage

WILL should be treated here only in its function of expressing volition in simple everyday situations. It should become a part of the learner's linguistic inventory - a signal for polite requests:

- Will you open the window?
- Will you go to the blackboard?
- Will you switch on the light?

The answers elicited from the pupils should not necessarily be:

Yes, I will,

but also:

Certainly,
Of course, etc.

CAN expressing ability should be taken up in the first stage.

- We can touch the floor.
- He can open the window.

A substitution table of the following type could be used:

Can	you he Mr. Brown your friend	drive a car? swim? play the piano? ride a bicycle?

Yes, No,	he Mr Brown you your friend	can. can't.

Positive and negative statements with can should be practiced. As the approach to English at this stage is oral, the negative form practiced should be can't.

The learner should be made aware of the fact that can differs from the open set verbs in that as its third person singular and negative and interrogative forms do not follow the same pattern.

Guided conversations could be suggested as an additional exercise at this stage. E.g.:

A. Can you speak French?
B. No, I can't, but my brother can.
A. Oh, can he speak it well?
B. Yes, he can even read books in French.
A. Can he speak English too?
B. Well, he can, but only a little.

MAY in the sense of permission is taken. According to the statistics of V. Tadić, only 3.8% of the examples of may in the Corpus are used in the sense of permission. West's frequency count shows a higher percentage - up to 6%. In spite of this we recommend presenting this function to the learners first. The reasons are the following:

1) May is the translational equivalent of smjeti, and SC learners internalize it with ease, especially if it is taken as a vocabulary item - to be used in polite requests.
2) The interrogative form always implies the meaning of permission. In a classroom situation, between learner and teacher it is an appropriate device for putting questions of the type:"May I go out?" "May I switch on the TV?" etc.
3) If may were introduced in its most frequent function of implying possibility, the learners might identify it with can, in its other functions.

Written translation tests from SC into E have shown that learners have no difficulties with this verb, if the sense of permission is implied. In the sentence Smijem li ići? 215 out of 274 testees used may, 49 can, the remaining 10 using might, shall, should and could. Nevertheless, the teacher chould not spend too much time practicing may in the sense of permission, as its range of use is becoming more and more restricted, especially in American English.

MUST in its most frequent function of obligation is treated here. As in its positive form it corresponds to the SC verb morati, it will be easy for the learners to internalize it. The difficulties begin with the negative form, so this particular form will be postponed at this stage. A simple substitution table might help in practicing it.

He John We I Her boy-friend The first-graders	MUST	finish start do read	this silly homework. a new lesson. some exercises.

After the above treated modals have been taken one by one it would be advisable to assign an exercise, e.g. a guided dialogue, in which the learners would use all the modals studied so far. The idea in doing this is to bring home to the learners the fact that the modals studied so far behave as members of the same system, differing only semantically.

So far the learners have practiced the following functions:

will - volition
can - ability
may - permission
must - obligation

The exercise could be of the following type:

A. Will you go to the cinema today?
B. Yes, I will.
A. You must be in time to get the ticket.
B. May I buy a ticket for you too?
A. Sorry, I can't go to the cinema today.

Instead of cinema use football match, concert, etc.

2nd stage

At this stage a thorough revision of the material on modals is necessary, adding some new elements of usage.

The learners might tend to use a modal verb + to infinitive, due to the analogy with the open set verb structures. (I want to go ----- I can to go). Error analysis of oral performance as well as written tests - even multiple choice tests - have shown a strong tendency among our learners to make this mistake. E.g. in the sentence

..... borrow your pen, please?

A) May I
B) May I to
C) ---

316 out of 334 testees chose the correct variant, whereas 18 chose the form: May I to borrow. A percentage of more than 5 is the average result for this type of mistake, which is surprising since contrastively there is no justification for it. In all probability it could be avoided if in planning the hierarchy of linguistic material care was taken to teach the modals before the open-set verb: to + infinitive structure. If in spite of this precaution this error occurs, the teacher should devise additional mechanical drills - simple

substitutions, substitution tables, etc.

Question tags in connection with the modals should be introduced at this stage as a new structural item, ideal for mechanical drilling. As it is well known, a strong negative transfer is at work here. Our learners in their free E. communication almost never use question tags, and if they do, they correspond to SC formal equivalents. E. g. It is nice weather today - no? due to: Danas je lijepo vrijeme - zar ne? According to the results of our multiple choice tests more than 15% of testees could not even recognize the correct variant of a question tag. E. g. We can't speak English yet, ---- ?

A) can't we?
B) can we?
C) do we?

Out of 334 testees 39 chose variant A, 6 variant C, and the rest, 279, were correct. The percentage of erroneous answers would in all probability have been much higher had the tests been designed on production level - translation, for example.

As this material lends itself ideally to mechanical drilling the teacher should not hesitate to assign new exercises as long as there are any problems in connection with this structure. To vary the form of the mechanical drill of the type:

Stimulus:	Response:
He can open this door.	He can open this door, can't he?
They must be at home by seven.	They must be at home by seven, mustn't they?
You can't do that to me.	You can't do that to me, can you?

The learners may be given a number of cues to produce mini dialogues related to true situations.

A. You will go to the cinema - won't you?
B. Yes, I will.
A. Peter can't speak English - can he?
B. No, he can't.
A. You must be home by eight - mustn't you?
B. Yes, I must.
A. The Platters can sing beautifully - can't they?
B. Yes, they can.

A. Roger Moore will come to Jugoslavia - won't he?
B. Yes, he will.
A. We must learn judo - mustn't we?
B. Yes, we must.

Teachers are advised to vary such dialogues and use them at intervals until this structure is completely internalized; this may take a considerable time. To avoid monotony and demotivation of the learners, the teacher should in choosing the dialogues make allowance for the learners' interests.

WOULD. At this stage tentative would should be introduced, as more polite in requests than will: Would you open the door? as compared to Will you open the door?

No special exercises at this point are necessary, as there is no negative transfer from SC. Would in polite requests should become a part of the learner's everyday repertoire of E. The teacher should use and encourage the use of polite requests with will and would.

3rd stage

WOULD. At this stage students should use some common structures with would.

1. Would you mind + gerund in examples like:

Would you mind	switching on the TV? passing the salt? being quiet?

2. I'd rather. This structure requires considerable time and effort, but as it is very idiomatic and frequently used, it should be practiced with learners. An exercise of the following type can be presented:

Would you like to go to the pictures?	No, not particularly. I'd rather	read the newspaper. read a novel. play tennis. do a crossword puzzle.

CAN with verbs of sensation should be introduced. As there is no corresponding structure in SC, our learners tend to neglect it completely. Our tests have proved that only a minority of testees use can with verbs of sensation. In the translation of the SC sentence Vidim mjesec na nebu, only 11 testees out of 200 used can.

Learners should be encouraged to use it, especially in descriptions of different kinds.

- What can you see in this picture?
- Can you hear a funny noise in the distance?
- I can smell burned wool, etc.

CAN in the sense of possibility shoud be used, as its frequency in the Corpus ranges rather high (according to V. Tadić's [5] statistics 69%).

Learners who have mastered can in the sense of ability will have no problems in adopting it in this new function, especially as it is sometimes difficult to draw the line between ability and possibility. Some more examples should be sufficient to make them familiar with this use of can.

- Anything can happen nowadays.
- You can't do a thing like that.
- They can come by the six o'clock train.

CAN in the sense of permission may be added.

- He can do as he likes.

Since in the senses of permission and possibility can can be replaced by may, it is a good opportunity to have some practice with alternative verbs.

SHOULD. At this stage should in the sense of obligation could be introduced, although its pair shall has not been treated in any modal sense so far.

Its introduction is recommended at this early stage, as SC learners of E "tend to use must to express all kinds of obligation". [8] SC learners should practice should as a translational equivalent of trebati.

He	should	put your coat on.
She		be quiet in class.
We		wear this pretty dress.
You		go to this party.
	shouldn't	stand in the rain.
		smoke so much.

NEED should be taken up only as a semantic negative of must. The most natural way to do it would be to introduce questions in which obligational must is used.

- Must you get up at five o'clock in the morning? No, I needn't.
- Must he work so hard? No, he needn't.
- Must she go to the hospital? No, she needn't.

Some translation exercises in both directions could be used to clarify the semantic difference between moram, ne moram, vs. I must, I mustn't. e.g.

Translate the following sentences into E:

Moraš li ići? Na žalost moram, ali ne moram dugo ostati.
Ivo ne mora danas ići u školu, ali mora kod kuće napisati zadaću.

Translate the following sentences into SC:

I mustn't be late, so I must hurry up.
Must you do this? No, I needn't.

4th stage

The reader will have noticed that only a small part of the material presenting modals has been treated so far, and most of the usages (complicated from the learner's point of view) have not been taken up.

The reason should be obvious to any experienced teacher.

The first three stages cover the age groups from 9 to 14 , and the approach is mostly habit-formation (mechanical drills are the essential form of exercise).

Those functions of the modals which require grammatical explanations and certain insights into the functioning of the language have been postponed until the learner is capable of using a certain amount of meta-language about the language, simple as it may be, and of observing the structures of SC and E comparatively. In the fourth stage, which coincides with the first year of secondary school and the fifth or the sixth year of studying E, the teacher should not hesitate to use grammatical explanations to clarify the structural characteristics of the modals.

At this stage a thorough revision of the complete material dealing with the modals so far is necessary. Elements internalized in a more or less mechanical way will be prompted by generalizations and rules.

WILL. The function of will denoting futurity will be explicitly differentiated from those denoting modality.

Learners will be able to identify the function of volition, provided good examples were presented earlier in the teaching process.

New meanings of will should be added.

The following are the examples given by D. Kalogjera:

Habit: She will sit there for hours doing nothing.
Insistence: Your father will have his way.

At this stage there should be only a limited amount of mechanical drill if any. The above mentioned meanings of will should be clarified in connection with the text in which the learner meets them.

The most important task of the teacher at this stage would be to define the temporal relations in the system of the modals as opposed to the same relations in the system of the open set verbs. In the cases of the meanings of volition, habit and insistence, would expresses the past tense of will.

Volition: He won't listen.
Past: He wouldn't listen (when he was a boy).
Habit: She will sit there for hours, doing nothing.
Past: She would sit there for hours doing nothing, when she was a little girl.
Insistence: Your father will have his way.
Past: Your father would have his way, (even when he was quite young).

The teacher will have to find a text through which to familiarise the learners with at least one cliché pattern with will, e.g. That will be all, and then use the opportunity to mention some more. I'll be right down, I'll give you that, etc.

If necessary, the learners will have to be reminded that the reduced forms of the modals are used in colloquial registers ('ll, won't, can't, etc.).

WOULD should be introduced to express a wish:

I wish he would come.
I wish you would be more polite.
I wish you would come on time.

The difference between the shifted future meaning and the modal meaning of would should be stressed, though it will be dealt with systematically when treating the sequence of tenses.

The examples similar to the following could be used:

Only yesterday	he said he she said she they said you	would	mend my bicycle. teach me French. take me to Venice. pay for my holiday. paint my portrait.

as opposed to:

What would you do if you won the lottery next week?	I'd buy a new TV set. I'd live in a luxury flat. I'd have a long holiday.

After learners have mastered the above mentioned uses of would, the most difficult step should be taken: the introduction of would + perfect infinitive.
The first series of time from this week into last week in the above mentioned sentence, What would you do if you won the lottery next week?, making all the necessary adjustments in the sentence.

What would you have done if {you had / you'd} won the lottery last week?
I would (I'd) have bought a new TV set.

More information on exercises in connection with this material will be given in the "pedagogical material" on conditional clauses. At this point, the most important thing is to bring home to the learners the idea that the modals in time relations behave in a different way from the open-set verbs.

CAN. Its past tense should be introduced.
It should be explained to the learners that in some cases modals and their corresponding past forms express relations of the same kind.

Will you pass the salt, please? Can you come?
Would you pass the salt, please? Could you come?

No time relation is implied, but would and could are more polite in requests.
In expressing ability and with the verbs of sensation could is the past tense of can.

He could ride a bicycle as a small boy.
I could see the moon yesterday when I walked home.

Could + have + pp should be practiced in connection with the past time reference and nonfulfilment.

He could have opened the window yesterday, but he did not.

Translation exercises of sentences in both directions should be used.
To be able with future reference should be introduced and exercises implying time reference should be given. E. g.

Turn the following sentences into: a) past; b) future, using the adequate time adverbials.
(For example: He can speak French. He could speak French when he was ten. He will be able to speak French when he finishes college.)

1. He can sing beautifully.
2. My friend can lift a hundredweight.
3. They can skate.
4. She can see with these glasses.
5. My sister can paint watercolours.

Some translation exercises can be added to clarify the difference between the modal and temporal uses of can and could:

Jesi li znala plivati prije deset godina? (Could you...)
Hoćeš li sutra moći ići u školu? (Will you be able...)
Znaš li plesati? (Can you...)
Možeš li danas ići u kino? (Can you...)
John ne bi jučer mogao ići u kino. (John couldn't have...)
Hoćeš li večeras moći napisati pismo? (Will you be able..

MAY in the sense of possibility should be introduced.

He may come tomorrow.

The learners should not translate it as Smije doći sutra, but as Možda će doći sutra.
This may cannot be replaced by can.

Može (smije) doći sutra. - Možda će doći sutra.
He can come tomorrow. - He may come tomorrow.

In the sense of possibility may can be replaced by might (analogy with will - would, can - could) to add to the meaning of "tentativeness":

You might go. Mogao bi ići.

The learners should be informed that may and might refer also to the future.
It is important to clarify that the past tense of may is different when expressing permission than when expressing possibility.

Permission: He may go. - He was {allowed / permitted} to go.

Possibility: He may come. - He might have come last week.

Parallel exercises on both usages are recommended.
Turn the following sentences into the past tense:

You may open the window. (perm.)
Mary may finish her book. (poss.)
John may go out to play. (perm.)
We may sit up late tonight. (poss.)
The Browns may arrive in time.(poss.)
The concert may start before we get there.(poss.)
You may take my umbrella. (perm.)

As set phrases, to become a part of the learner's inventory for communication, the following expressions should be practiced:

You might have noticed - Možda ste primijetili.

as opoosed to:

You will have noticed - Bit će da ste primijetili.

If found in texts subjunctive may should be mentioned to the learners: May you arrive safely!

SHALL. Taking into consideration the low frequency of shall[9] no special effort should be made by the teacher to make the learners use it regularly except in the first person interrogative, when it is normal.

Shall I open the window?

The learners should be informed about the other uses of shall. Shall - expressing promise: There we shall be free and unknown, and predictive shall: He shall do it, the latter being replacable by will.

SHOULD in the sense of obligation has been already treated at the lower stages of learning.

Now, the learners should be encouraged to use it as a set phrase after expressions like: it is odd, it is strange, it is surprising.

It is strange that he should do it.

And in further idiomatic expressions like: Who should I see, but Bob; Why should you suspect me; I should say; I should imagine, etc. Should + have + pp should be introduced, expressing unfulfilled obligation in the past.

I should have gone yesterday, but I didn't.
We should have read this book.
You shoudn't have done this.

As the learners have practiced this structure in the case of would, could and might, it will cause no special difficulties.

MUST. Learners have mastered the basic features of must in the sense of obligation. Revision of this material is necessary with special stress on its semantic negative: needn't and didn't have to.
The past tense form had to is introduced and the learners are warned that it is the past tense of must only in the sense of obligation. Conclusion must should be introduced, prompted by its translation into SC.

You must be tired - Mora da si umoran.

The past form must + have + pp, which is used in the meaning of conclusion only, (e.g. You must have been tired - Mora da ste bili umorni) should be presented and the difference between the meaning of conclusion and obligation explained, as well as the difference in form in the past tense.

The following type of exercises can be used:
Turn the following sentences into the past, adding an adverbial of time:

You must be hungry.
It must be a mistake.
They must come in time.
She must be walking in her sleep.
The bill must be paid.

The students should be explained that the semantic negative of conclusion must is can't.

The above given exercise could be expanded by asking the learners to turn the sentences into the negative form. E.g.:

I needn't travel a lot.
It can't be a mistake, etc.

OUGHT TO, in the sense of conclusion and obligation should be introduced, with reference to:

Present - I ought to see him
Past - I ought to have seen him, and
Future - I ought to see him tomorrow.

Because of the low frequency of this modal (M. West finds it 500 times in 5,000,000 running words, as compared to must 3946 times) it is introduced relatively late.

The learners should understand that ought to usually translates trebati and that it is more formal than should. According to Kalogjera[10] must and have to express the idea that the person or thing concerned is not considered free to avoid the required action whereas should and ought to suggest that the subject is considered free to avoid it. If specially interested and advanced, the learners might be informed about this subtlety of meaning.

USED TO should be presented to the learners as an idiomatic expression to denote a habitual action in the past. Because of the lack of frame of reference in SC this particular structure though fairly common in E is very seldom used by our speakers. In our multiple choice tests, the testees in more than 10% of cases chose the wrong form of this structure.

E.g.: He ... come more often.
(A) use- 10 testees
(B) used 15 "
(C) used to 297 "

When we were at the seaside we ... a lot.
(A) used to swim - 275 testees
(B) used swim - 28 testees
(C) use swim - 4 testees

Systematic observation of the free communication of SC speakers reports a surprisingly low frequency of this structure. Perhaps translational exercises from SC into E would be best in the case of practicing this structure, provided the structure were given as obligatory with the perfekt of SC imperfective verbs.

Radio je mnogo prije te nesreće. (He used to...)
Ustajao je kasno dok je bio na fakultetu.
Prije braka išao je u kino svaki tjedan.
Subotom uveče obično su dugo sjedili i razgovarali.

Students should be encouraged to use this structure in their free spoken and written communication.

DARE as a modal auxiliary sometimes patterns in the same way as other modals, and sometimes acts partly like a full verb and partly like a modal. The students should be made aware of this fact.

I don't dare ask him.
I didn't dare ask him when we met. (Implies that the action was not completed).

It can also refer to future: I daren't ask him about that tomorrow. Learners should not spend much time practicing this verb, as it is very infrequent. In the Brown Corpus - Kalogjera reports - only 53 cases of dare are found both as full and modal verb.

The idiomatic uses:

I dare say you are + adjec., and
Don't you dare + infinitive,

should be familiar to the students.

5th stage

The least frequent uses of the modals not covered before, should be treated now. Note that it is a very advanced stage of learning and the learners are expected to have mastered the basic characteristics of the modals.

WILL in the sense of induction:

Pigs will eat anything. (Svinje jedu sve.)

probability:

The French will be having a holiday today.
(Bit će da Francuzi danas imaju praznik)

WOULD in the ironic sense - He tore his new trousers. He youlld. (Hoće on.)

He didn't understand a thing. He wouldn't.
(Drugo se od njega ne može ni očekivati.)

CAN in the sense of characteristics:

He can tell awful lies. (Zna pričati grdne laži.)

MIGHT in the sense of weakened possibility:

He might come tomorrow.

The main task of the teacher at this stage would be to recapitulate systematically all the uses and functions of the modals, as this knowledge has to be the basis of the learner's free spoken and written acts of communication in E.

To test the learner's command of this grammatical category, different translational exercises should be presented. The exercises should cover different uses of the modals, and especially those in which the interference of SC is at work.

Translational exercises given at different times could be of the following type:

John može popraviti ta vrata.	John can repair this door.
On zna pričati grdne laži.	He can tell awful lies.
Hoćete li dodati kruh?	Can (will) you pass the bread?
Bi li dodali kruh?	Could (would) you pass the bread?
Osjećam miris proljeća u zraku.	I can smell spring in the air.
Moja sestra dobro govori francuski.	My sister can speak French well.
John će sutra moći popraviti ta vrata.	John will be able to repair this door tomorrow.
Pričao je grdne laži (nekada).	He could tell awful lies.
Možeš (smiješ) ići u kino.	You may go to the cinema.
Mogao bih navratiti sutra.	I might drop in tomorrow.
Možda ste čuli.	You might have heard.
Mogao sam proći na ispitu da sam više radio.	I might (could) have passed the exam if had worked harder.
Ne smiješ ići spavati iza deset sati.	You mustn't go to bed after 10 o'clock.
Ne moraš ići spavati prije 10 sati.	You needn't go to bed before 10 o'clock.
Morao sam mnogo putovati prošlog mjeseca.	I had to travel a lot last month.
Mora da ste mnogo putovali prošlog mjeseca.	You must have travelled a lot last month.
Ona sutra mora ići u bolnicu.	She must go to the hospital tomorrow.

Zašto da sumnjaš u mene?	Why should you suspect me?
Možda je došao prošlog tjedna.	He may have come last week.
Rekao je da treba da odem.	He said I should leave.
Trebao sam ići jučer.	I should have gone yesterday.
On bi trebao ići, ali ti ne bi trebao.	He ought to go, but you shouldn't.
Otići ćeš do moje sestre zar ne?	You will go to see my sister, won't you?
Mogao bi ići.	You might go.
Vjerojatno imaš pravo.	I dare say you are right.
Majka je (obično) nedjeljom pravila kolače.	Mother used to make cakes on Sunday.
On izgleda bijedno, mora da je nesretan.	He looks miserable. He must be unhappy.
Izgledao je bijedno kad sam ga zadnji put vidio, Mora da mu je dosta svega.	He looked miserable when I last saw him. He must have been fed up.
Moram danas otići u kupovinu.	I must do some shopping today.
Jučer sam morao ići u kupovinu.	I had to do some shopping yesterday.
Hoćeš li sutra moći doći u klub?	Will you be able to come to the club tomorrow?
Volio bih da ode.	I wish he'd go away.
Ne smiješ zakasniti, zato moraš požuriti.	You mustn't be late, so you must hurry up.
Moraš li ići? Ne, ne moram.	Must you go? No, I needn't
Ti ne možeš danas u kino, zar ne?	You can't go to the cinema today, can you?
Brownovi će stići za nekoliko dana.	The Browns will arrive in a few days.
Hoćete li plesati sa mnom večeras?	Will you dance with me tonight?
On će satima sjediti i čitati.	He will sit for hours, reading.
To će biti tatin auto.	That'll be dad's car.
Odgovorit će na pismo do petka.	He will have answered the letter by Friday.
Bi li htjeli plesati sa mnom večeras?	Would you dance with me tonight?
On bi tamo sjedio satima i čitao.	He would sit there for hours, reading.
To je sve.	That will be all.
Evo me odmah.	I'll be right down.
Znate li gdje je ona sada?	Do you know where she is at the moment? I wouldn't know.
Ne bih znao.	
Želio bih da to zauvijek potraje.	I wish it would last for ever.
Dođi u vrt, molim te!	Come to the garden, will you!
Razbio je novi auto. Hoće on.	He broke his new car. He would.

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TEACHING THE PRESENT PERFECT TENSE IN THE SC SPEAKING AREA

Based on the report, Maja Dubravčić:"The English Present Perfect Tense and Its Serbo-Croatian Equivalents."[1]

The whole inventory of different uses of the present perfect tense has been divided into five stages, from the beginning of the teaching process to a very advanced stage. The table on this page shows the different uses divided into 5 stages of learning.

The first three stages cover the age groups 9-14 and follow mostly the mechanical approach, whereas the fourth and the fifth stage deal with the material cognitively and are applied from the fifth year of learning on (starting with 15 years of age).

The results of different types of tests (multiple choice, completion, translation into English) conducted on 300 advanced learners of English from Zagreb have been taken into consideration. The tests were compiled by Vesna Tadić. The predictions of areas of interference have also been examined through the error - analysis research conducted by Jasna Bilinić[2].

The author of the report on the present perfect rightly states that this tense should be started after the basic uses of the preterit have been internalized.[3] In this way the learners will be led to associate the idea of "past-ness" with the preterit tense and avoid the identification of SC perfekt with E present perfect, the source of so many erroneous uses at present.

1	2	3	4	5
I've got, pres. perf. as lexis	resultative perfect, just (now)	resultative perf. already, once, twice, context, ever, never	continuative perf. progressive perf.	Differ. in British and Amer. E., list of adverbials, context, future reference

1st stage

In the first stage of learning E, before the preterit is treated systematically, the present perfect will be presented and learned as lexis, if it appears in simple everyday English contexts.

Besides, the learners will have to internalize the structute "I've got" belonging formally to the area of present perfect at a very early stage of learning, due to its frequency in everyday speech. It should become a part of their active vocabulary as a translational equivalent of Imam, and it should be practiced in affirmative, negative and interrogative statements.

2nd stage

At this stage the present perfect should be introduced systematically by drills and exercises.

By this time the learners will have mastered the basic features of the preterit which should always be practiced associated with adverbials of past time.

The resultative present perfect should be introduced first, as it does not necessarily interfere with the SC idiom. "It is used to denote a completed occurrence in the past which is assumed to be connected with the present time through its results."[4] The learners should understand it as an expression of a past action in which the action is in focus rather than the past time. A substitution table of the following type could be given for practice:

My grandmother John An astronaut Mr. Brown	has	bought an umbrella. been ill. read Dickens's novels. played tennis. watched a game of rugby. travelled to England. answered phone calls.

This exercise can be contrasted with another one in which an adverb of past time, e.g. yesterday is added to the

same sentences and the learners are asked to make all the necessary adjustments, e. g.

My grandmother answered phone-calls yesterday.

The next item to be mastered in this area is the resultative present perfect refering to the immediate past signalled by just or just now.

It can be practiced as an exercise in guided conversation, describing factual situations in the class.

What have you just done?
" " they " "
" " I " "
" " we " "
" has he " "
" has she " "

I have	just	opened the door.
They have		written today's homework.
We have		eaten a sandwich.
He has		answered a question.
She has		bought a new pair of shoes.

An exercise of the following type can also be suggested: A pupil is asked to describe an action going on in the classroom at this instant, e. g.

John is writing a sentence on the blackboard.

When the action is completed, the next pupil will have to comment:

John has just written a sentence on the board.

The same with the other lexical items: e. g.

The bell is ringing. - The bell has just rung.
The teacher is reading a story. - The teacher has just read a story.
Somebody is laughing loudly. - Somebody has just laughed very loudly.

Different variants of such exercises are well known to all experienced teachers. Here is another one:

Teacher: Go to the door. What are you doing?
Learner: I am going to the door.
Teacher: What has he done?
Learner: He has gone to the door.

The same for the other commands like:

Open the window.
Leave the room.
Shake hands with your neighbour!
Make faces at the boy sitting next to you!

It is hardly necessary to mention that such an exercise should be applied after the learners have internalized both the imperative and the present continuous tense, and need some practice on all three tenses.

3rd stage

In stage 3 further uses of the resultative present perfect should be treated.

The following expressions of time should be practiced with the present perfect tense: already, once, twice, once or twice.

The following mini dialogues can be of some use:

A. I have driven a car. Have you?
B. No, I haven't. But I've driven a tractor, once or twice.

A. I have drunk whisky. Have you?
B. No, I haven't. But I've drunk gin once or twice.

A. I have eaten hotdogs. Have you?
B. No, I haven't. But I've eaten pizza once or twice.

The present perfect with expressions like today, this year, this week, tonight should be then introduced. E.g.

I have put on my new dress tonight.
I have been to the cinema twice this week.

But as these adverbials can be used both with the present perfect

and preterit, especially in American English, the problem for the teacher is whether to familiarize the learners with this fact. The firm answer is, not at this stage, for two reason:

1. The approach at this stage is still mechanical as the pupils are too young for any analytical procedures, and are still very good at memorizing and imitating. It is difficult if not impossible to present such subtleties of language via a mechanical approach, and it is not necessary either, as they would not be interested.

2. In traditional methods these adverbials have always been associated with the present perfect and in spite of this, the interference of SC is so intensive that the ratio between present perfects and preterits used is usually 3 : 1.

So, according to the results of our tests, the sentence I (think) about you this week, was completed with the present perfect by 70% of the pupils, and with the preterit by 20%, while 10% were other erroneous uses such as pluperfect, present, etc.

The examples where these adverbials were not explicitly mentioned had an even higher percentage of the use of preterit at the expense of present perfect.

So the teacher can with a clear conscience postpone the information about the alternative use of present perfect and preterit until later.

The real problem at this stage is the form of the present perfect, which the learners find difficult to master, as it is composed in a different way from any verbal tenses they have studied so far (simple present and past, continuous tenses, future, etc.). As long as they have to deal with a limited number of verbs they can memorize the structure, but once they have to use it more freely they are unable to apply it correctly.

Consequently, the most important task of the teacher at this stage is to drill into the learners the form of the present perfect tense in affirmative, negative, and interrogative sentences on a limited number of frequent lexical verbs (the choice of the verbs depending on the choice of situations and texts used in the course), in its resultative function, without adverbials of time or with adverbials such as just, just now, once or twice, already, yet, today, tonight, this week, this year, etc.

At the end of this stage the learners should be able to use the present perfect in guided conversations at normal conversational speed, using abbreviated forms of the auxilliary have. The form of the third person singular should be taken care of specially, if neccessary.

Mechanical drills of the following type are recommended:

Have a banana. / cigatette. / drink. / cake. / chocolate. / biscuit. / an apple. → No, thank you. I've {just / already} had one.

Any variant of such an exercise should be practiced as many times as is necessary for the complete internalization of this item, because the interference here is very strong and our learners in a great number of cases use preterit, though the present perfect is obligatory.

Another type of exercise is the following:

Have you	seen	this film this play this TV production	yet?	Yes, I have, No, I haven't.
	met	John Mary my friend my sister		

or:

	Mr Brown	bought	the house the car		
Has	your sister the doctor	sold found	the colour TV the washing machine	yet?	No, not yet.

Ever and never should be introduced with the present perfect. Though the preterit can be used in many cases, especially in American English, no mention of it should be made at this stage, as our learners will use it anyway. In a test in which the learners were offered a choice between the present perfect and preterit in the sentence I never heard / I have never heard such a funny story, 20% students selected the present perfect, 80% the preterit.

If we do not want our learners to abandon the present perfect in this combination completely, we should devise some drills and exercises to practice it.

Perhaps a game could serve the purpose of a quick drill:

Have you ever seen	a flying cow? an astronaut? a rainy morning? a blue giraffe? a princess? the Rolling Stones? a silver refrigerator? a broken window? a dog that sings? a parrot that talks?

Each pupil should give a correct answer very quickly: Yes, I have, or: No, never. (or: No, I never have.) The class could be divided into two teams competing in number of correctly put questions and answers.

4th stage

This is the beginning of the cognitive approach (the fifth or sixth year of learning).

All the different uses of the present perfect practiced before should be repeated and the explanations and rules given inductively. It is essential to systematize the knowledge acquired so far by giving the learners certain insights into the system of the language as rulegoverned behaviour. This might be the right moment to tell

them that all lexical verbs, regular and irregular, have five forms in common - base, -s form, -ing participle, past, and -ed participle.

Next, their attention should be drawn to the lack of frame of reference for the present perfect in SC, and to its translational equivalents which can be either present or past. After the resultative present perfect has been defined inductively on the examples internalized before, the continuative present perfect should be introduced:

I have worked here since January.
My family has lived here since 1750.
So far everything has been all right.
I have been here for three days.

Translation into SC should be insisted upon, as this is the area of interference.

The learners should be told that the SC equivalent of the continuative present perfect is prezent of imperfective verbs when the present moment is included, and perfekt of imperfective verbs when the present moment is not included.[5]

The learners should be asked to translate the following sentences where the present perfect is obligatory from SC into E.

Učim engleski (već) tri godine.
Ovdje sam (već) pet dana.
Živim mirnim životom.
Ovdje radim od siječnja.

The learners should be asked to make sentences in the present perfect, using the adverbials associated with the continuative perfect:

since + time expression
for + time expression
all my life
all along
always

The present perfect progressive should be introduced at this stage. As the frequency of the present perfect progressive is rather low,[6] and learners are not likely to use it to a great extent,

the learners should not spend too much time practicing it.

It should be explained to them that it is used when the stress is on the present results of some past action.

I have been working the whole afternoon.
Someone has been eating my porridge.

To ensure some practice in the progressive present perfect, the teachers could be given some hints for conversations of the following type:

How long Since when	have you been	smoking? driving a car? wearing glasses? learning piano? using lipstick? living in this beautiful house? working at this factory? reading this book?

5th stage

In stage five all the different uses of the present perfect treated so far should be repeated and the rules should be elicited inductively from the learners.

The difference in usage between British and American English should be pointed out.

Ever and never have been practiced earlier in combination with the present perfect. At this advanced stage the students should be informed that "in a large number of cases especially in American English... the present perfect and preterit can be used interchangeably with no difference in meaning."[7]

It would be important and in keeping with the suggestion of Maja Dubravčić[8] to give the learners a list of adverbials and adverbial expressions which do not combine with the past tenses and therefore can be safely used with the present perfect.

The following adverbials are listed by M. Dubravčić: lately, so far, up to now, yet, within the last + a time expression, within the past + a time expression, since, this is the first time. Translation exercises from SC into E could help to avoid the erroneous use of verbal tenses.

In sentences of the following type the present perfect should be insisted upon, as the adverbials used express a period of time up to the present moment:

Još se ništa nije dogodilo.
Nothing has happened yet.
Da li mnogo radi u posljednje vrijeme?
Has he been working hard lately?
Ovo je prvi puta što su me pozvali u kazalište.
This is the first time I have been invited to the theatre.
U zadnjih nekoliko dana mnogo sam toga napravio.
I've done so much work within the last few days.

Now should be treated as an adverbial used both with the present tenses and the present perfect.

In the following expression the present perfect is obligatory, and this fact should be brought home to the learners as mistakes here are extremely frequent.

Sad mi je toga dosta.
I've had enough of that now.

The adverbials today, tonight, this week, this year in connection with the present perfect should be taken up again, and it should be explained that this tense is being used in BE when the utterance is made within the period of time in question:

I've seen him this morning (in the morning)

as opposed to

I saw him this morning. (in the afternoon)

Another important point that needs considerable attention is that the context is decisive whether present perfect or preterit is to be used, especially with the adverbials recently, already, before, often, frequently, seldom. E.g.

I've often meant to ring you up. We often went skiing (when we were in the mountains)

The present perfect simple referring to a future action should be practiced in time clauses which are introduced by after, before, as soon as, until, when, if the speaker looks at the action as finished at some time in the future. I'll call you as soon as I've finished. Maja Dubravčić claims that our learners will in these cases use the present invariably.[9] The results of the tests proved this to be correct. In the completion test of the sentence: We shall meet when you ..... (to solve) this problem. 75% testees used present, 20% preterit, 5% future. No present perfect was found. In the translation of the sentence: Doći ću čim napišem zadaću, the results were devided between present (80%), preterit (10%), and future (10%).
As the use of the present in these cases is not erroneous, the teachers should not insist on the present perfect too much, as it is time consuming and therefore uneconomical, and the results would not be brilliant as the native idiom does not offer the slightest frame of reference.
Yet, the learners should be given a certain amount of practice, preferably in an amusing manner which would act motivationally.

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3. M. Dubravčić, op. cit., p. 37

4. M. Dubravčić, op. cit., p. 19

5. M. Dubravčić, op. cit., p. 18

6. M. Dubravčić, op. cit., p. 24

7. M. Dubravčić, op. cit., p. 29

8. M. Dubravčić, op. cit., p. 32

9. M. Dubravčić, op. cit., p. 35

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TEACHING THE IMPERATIVE IN SC SPEAKING AREAS

Based on the study "The Imperative Forms and Meanings in English and Serbo-Croatian" by Mira Vlatković

The predictions of the contrastive analysis study have been tested on about 500 advanced students from Zagreb. The testees were asked to translate into English 30 SC sentences illustrating different uses of the imperative.

The sentences were made up by the author of the study and by the author of this paper.

All the different uses of the imperative stated in the study of Mira Vlatković have been divided into five stages covering the teaching process from the beginning to an advanced stage.

The grading of the inventory is shown in the following table:

STAGES	1	2	3
	commands - 2nd pers, requests - 2nd pers.	negative com. -2nd negative req. -2nd	commands 1st pers commands 3rd pers sing & pl, set phrases

STAGES	4	5
	negative com. 1st p. sing & pl 3rd p. sing & pl indirect com. let's - let us	overt subject noun, pronoun, stative-dynamic vbs, emphatic imp.

As the author of the study claims, "imperatives belong to the group of subjects that do not present too many difficulties in teaching. Remarkably few errors are encountered in the use of imperatives." [1] This contrastive prediction has been borne out by the results of the tests. Very few mistakes were found in the area of the plain imperative. So, e. g. the sentence Molim te govori glasnije was translated by 442 testees with either Please speak louder or Speak louder, please, and only 4 testees, that is less than 1%, put *I please you to speak louder.

The other sentences dealing with the same use of the imperative show even lower percentages of interference mistakes. The sentence Ne idi molim te danas u kino was translated with: Please don't go to the cinema today by 323 testees, Don't go to the cinema today, please by 148, and only 4 testees had *Don't please go to the cinema today.

The mistakes begin as soon as let is introduced. Daj da vidimo tko je pobjednik was translated Let's see who is the winner by 377 pupils, *Let us to see who is the winner by 20 pupils, *Let see who is the winner by 7 pupils and even *Give us to see by 6 testees. In the other sentences of the same type let followed by to-infinitive regularly reappears.

With the 3rd person commands the dilemma is between *let they and let them in the ratio 1:3. All sorts of mistakes difficult to explain crop up in the use of the let imperative which lead us to conclude that they might have a common origin - insufficient learning.

Intensive exercises will be suggested in this paper to overcome the difficulties, especially where the item in question is frequently used in everyday communication.

M. Vlatković finds that intonation is the commonest type of error in the use of the imperative. "Several native speakers of English have reported ... embarassment when they were, as they felt, ordered about, when in fact they were being asked to do a favour for the SC speaker". [2]

So, the most important innovation this paper is going to suggest in teaching techniques as compared to the traditional ones is in the area of intonation.

1st stage

The imperative (2nd person) is an ideal device to introduce right at the beginning of the teaching course. It can be successfully taught to very small children, on the level of recognition, before they are capable of producing their own utterances in English.

Every teacher having any experience with pre-school and primary school children knows how happy they are to obey and perform different commands (given by the teacher).

Even the commonest of such commands, Stand up!, Sit down! repeated several times in succession makes such learners happy, as it gives them the opportunity to do something, and the teacher has the satisfaction of several quiet minutes, after his learners have unloaded some of their energy.

As children of this age are excellent imitators of the phonetic system of the foreign language, this is an ideal opportunity to hammer into them the difference between commands signalled by falling intonation and polite requests signalled by please and falling - rising intonation. [3]

The teacher should organize different games, such as the following:

The class is divided into two teams. Each team has to offer a number of polite requests to the opposite team. The team wins a point when a request is properly formulated and given the correct intonation. For each incorrect intonation a point goes to the opposing team.

It would be more than advisable to have a native speaker recorded on tape as a model.

The sentences used in the game naturally depend on the vocabulary mastered so far, but should be of the following type:

Please put on your coat.
Please take off your coat.
Please stand up.
Please open the door.

Stop talking, please.
Lend me your book, please
Come over here, please.
Touch your nose, please,
Give me your hand, please.

To avoid the interference mistakes of the type *Please you to come (molim te dodji) reported by M. Vlatković [4] the teacher should be specially careful about the position of please, which should be at the beginning or the end of the sentence. The difference between a command and a polite request should be illustated by minimal pairs differing only in intonation and the word please.

Open the window! As opposed to Please open the window.

The game could be carried further and the learners asked not to respond to their classmates if they are given a command instead of a request.

The first time the game is presented the learners should be given model sentences to repeat, whereas on the succeeding occasions they should make their commands and requests without an immediate model.

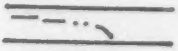
Another phonetic exercise would be to ask them to practice a command and a request side by side, preferably after the model of a native speaker.

2nd stage

At this stage negative commands and requests in the 2nd person should be practiced.

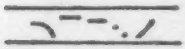
It is assumed that the learners have by this time internalized the auxiliary do in the negative form of the simple present.

Don't talk in falling intonation should be contrasted with Please don't talk in falling-rising intonation.
A number of sentences should be given so that the learners can see again the difference between a command and a polite request.



Don't do it again!
Don't speak so loudly!
Don't spill this coffee!
Don't make such a mess in the room!
Don't shout in the corridor!

Don't go home!
Don't run away!
Don't climb that tree!
Don't look out of the window!
Don't eat ice cream today!



Please don't do it again.
Please don't speak so loudly.
Please don't spill this coffee.

3rd stage

The approach is still predominantly mechanical.

The learners can be given different transformation exercises starting with the command in the second person, going on to the polite requests, negative commands and negative polite requests, e. g.

Open the window!	Please open the window.
Don't open the window!	Please don't open the window.

In compiling teaching materials the authors will have to think of exercises dealing with several verbal forms and tenses, e. g. Go to the door! What is he doing? What has he just done?[5]

At this stage let with commands in the first person singular and plural and the third person singular and plural should be introduced.

Sentences like Let me have a look.
Let's have a look. should be practiced.

They should be incorporated into everyday situations in and out of the class.

Let's have a party! Yes, let's.
Let's skip the lesson! Yes, let's.
Let John/him fetch the newspaper.
Let Mary/her play the piano.
Let them play the piano. Let the Osmonds sing.
Let Dad open this bottle.

The following substitution table could be suggested:

LET	me 's John/him Mary/her the Browns/them	fetch the newspaper switch on the TV join the others open the chocolate box talk to my brother repair the door

A stock of set phrases in the imperative should be used in appropriate situations, e. g.

Have a good time!
Have another cake!
Have a drink!
Have a cigarette!

Dealing with such phrases it is especially important to clarify their meaning, as our learners very often confuse them with interrogative sentences, which results in misunderstanding. Have a cigarette! Imate cigaretu? Apart from the intonation, the structures in the two languages are identical. As this is an ideal area for negative transfer from SC, attention should be paid to the meaning of such expressions. Moreover, being very frequent in colloquial speech, they should become part of the active repertoire of the learners.

4th stage

This is the beginning of the cognitive approach. Revision of the material mastered so far is necessary. The pupils should be given an explanation of the difference between the commands and polite requests and warned that the wrong intonation may result in misinterpreted messages.

Some translation exercises from SC into E could be given to prompt the explanations.

Izadjite iz sobe! Molim vas izadjite iz sobe.
Ne otvaraj radio! Molim te ne otvaraj radio.
Ne slušaj što on govori. Molim te nemoj slušati što on govori.

In the commands with let the difference between let as an introductory particle and let as a transitive verb should be clarified.

Let's go! - hajdemo! as opposed to let us go - dopusti da odemo.

Since in the 3rd person plural the difference in meaning between let'em go and let them go is not clearly felt, no special point should be made of it.
Negative commands with let should be introduced.

Let's not open the door.
Let us not open the door.
Let's not look at the title of that book.
Let us not go to the party.

Being quite advanced at this stage the learners should be told that the negated commands of the third person can take only one form

Let him / her / them not do it again,

On the other hand the verb let is negated as follows:

Don't let him / her / them do it again.

But as negated commands of the third person are quite infrequent in everyday language - Mira Vlatković reports only two examples from the Corpus - the teachers should not spend much time practicing them.
Some translation exercises could be of some help:

Neka ne popiju ono mlijeko.
Neka djeca ne razbiju prozor.
Neka se Mary ne igra s onom lutkom.
Neka ne prolaze onom ulicom., etc.

Indirect commands will be treated fully in the paper on reported speech, but some examples can be given to the learners while practicing imperatives to avoid the use of imperative and don't forms, e. g. Pazi da ne razbiješ prozor - Be careful not to break the window.

Pazi da ne proliješ mlijeko.
Pazi da ne izgubiš novce.
Pazi da ne zakasniš.

Reci mu da dodje. - Tell him to come.
Reci mu da ne dodje. Tell him not to come, etc.

5th stage

The imperative with overt subject should be introduced.

2nd person You open the door, negative Don't you open that door.
3rd person Someone open the door, negative Don't anyone open the door. Everybody shut your eyes.
Jack and Susan, stand over there.
The students should be informed that imperatives can be made only from dynamic verbs, though stative verbs can sometimes be interpreted as dynamic. Know the answer by tomorrow (learn it).[6]

Emphatic (persuasive)[7] imperatives should be introduced at the fifth stage.

Do come again!
Do have some more sherry!
Do shut your eyes!

Translations into SC should be practiced.

Dajte, dodjite opet.
Hajde, uzmite još šerija.
etc.

Imperative tags should be mentioned here:

Shut your eyes, will you?
Let's go for a walk, shall we?
Stop shouting, will you?

Imperative tags have been treated in the paper on modal verbs.[8]

NOTES

1. Mira Vlatković, The Imperative in English and Serbo-Croatian, unpublished YSCECP Study, p. 1.

2. M. Vlatković, Ibidem, p. 15.

3. Other forms of polite requests have been dealt with in my paper on modal verbs, pp. 49-70.

4. M. Vlatković, Ibidem, p. 19.

5. Such exercises have been suggested in my paper Teaching the Present Perfect Tense in the SC Speaking Area, pp. 71-

6. R. Quirk, A Grammar of Contemporary English, p. 405.

7. R. Quirk, Ibidem, p. 406.

8. M. Vilke: Teaching Modal Verbs to SC Learners of English, pp. 49-70.

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